

## **BEST PRACTICES.**

The following is a list of nonlegislative “best practices” identified by the Division I Men’s Basketball Academic Enhancement Group designed to assist Division I institutions in enhancing the academic preparation and success of its Division I men’s basketball student-athletes. Many of these practices were developed through a collaborative effort of The NCAA and a group of National Association of Academic Advisors for Athletics (N4A) members. The factors identified by the group impacting the academic performance, retention and vulnerability of non-graduation of men's basketball student-athletes include: academic preparedness, at-risk factors beyond academic preparedness (e.g., socioeconomic status), number of two-four transfers, time demands and the visibility of men's basketball programs. Further, the number of professional opportunities available to NCAA Division I men's basketball student-athletes is a factor impacting the motivation and engagement of the student-athletes. It should be noted that the best practices that have been shaded may require higher resource commitment by the institution.

Program Area	BEST PRACTICES
Orientation/ Continuing Education of Staff	<p><b><i>Academic Support Personnel.</i></b></p> <ul style="list-style-type: none"> <li>• Veteran academic support personnel provide training and orientation for new hires including: campus degree requirements, admissions requirements, NCAA rules, philosophy and mission of the academic support unit, and advising policies and procedures.</li> <li>• Academic support personnel in athletics participate in campus advisor training sessions to learn campus requirements and changes in curriculum.</li> <li>• Compliance staff provides academic support personnel ongoing training on NCAA rules and regulations.</li> <li>• Academic support personnel participates in professional development opportunities (e.g., N4A Regional and National Conventions, N4A Professional Development Institute, NCAA Regional Rules Seminars).</li> <li>• Identify academic support staff member to serve as liaison to each college/department within the university. Liaison is responsible for attending college/departmental meetings and updating entire academic support staff on curriculum changes.</li> </ul>
	<p><b><i>Departmental Academic Advisors.</i></b></p> <ul style="list-style-type: none"> <li>• Academic support personnel and athletics department staff conducts annual training of departmental advisors to assist with the understanding of NCAA eligibility issues and the daily lives of men's basketball student-athletes.</li> <li>• Director of academic support unit encourages departmental academic advisors who work with a large population of student-athletes to participate in ongoing training on NCAA rules and regulations (e.g., NACADA academic reform online course).</li> </ul>

Program Area	BEST PRACTICES
Orientation/ Continuing Education of Staff (continued)	<p><b><i>Coaching Staff.</i></b></p> <ul style="list-style-type: none"> <li>• Require all new coaches to participate in a campus orientation session including information about the university (e.g., university mission, campus history), admissions calendars and impact on recruiting, academic information and other pertinent campus information (e.g., highly regarded academic programs, university rankings).</li> <li>• Require all coaches to participate in annual admissions training covering: criteria to meet minimum admission standards; special admission procedures; and minimum thresholds requiring review by Faculty Committee (e.g., grade point average, test score).</li> <li>• Require coaches to participate in APR Education sessions covering: NCAA initial-continuing eligibility rules; APR adjustments; and team specific APR/GSR information.</li> </ul>
Recruiting	<p><b><i>Incoming Freshmen.</i></b></p> <ul style="list-style-type: none"> <li>• Academic support personnel meet with recruits and their parents/guardians during all official visits and scheduled unofficial visits.</li> <li>• Coaches submit the academic credentials (e.g., high school transcript, test scores) of prospective student-athlete to academic support personnel for review not later than the conclusion of the prospective student-athlete's junior year. Academic support personnel provides written evaluation of the likelihood of the prospect meeting necessary requirements to coaches.</li> <li>• Coaches talk with prospective student-athlete to determine major(s) of interest prior to the official visit. Academic support personnel prepares information for the visit based on major interest (e.g., course curriculum of major, entrance requirements for the major, typical graduation plan).</li> <li>• Academic support personnel schedules academic meeting with a representative from the prospective student-athlete's major area of interest during the recruiting visit.</li> <li>• Evaluate high school disciplinary record (e.g., suspensions). Conduct police background checks. Academic support personnel contact academic advisor at secondary school for insight on prospect's academic profile and character.</li> </ul> <p><b><i>Incoming Transfers:</i></b></p> <ul style="list-style-type: none"> <li>• Once prospective student-athlete is identified, coach submits the academic credentials (e.g., high school transcripts, test scores, and transcripts from all institutions attended) of prospect to academic support personnel for review. Academic support personnel provides written evaluation of the likelihood of the prospect meeting necessary requirements to coaches.</li> </ul>

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Recruiting (continued)	<ul style="list-style-type: none"> <li>• Coaches talk with prospect to determine major(s) of interest prior to the visit. Academic support personnel prepares information for the visit based on major interest (e.g., course curriculum of major, entrance requirements for the major, typical graduation plan).</li> <li>• Academic support personnel schedules academic meeting with representative from the prospective student-athlete’s major area of interest during the recruiting visit.</li> <li>• Academic support personnel contact academic advisor at previous institution(s) for insight on prospect’s academic profile and character.</li> <li>• Evaluate high school/previous college disciplinary record (e.g., suspensions). Conduct police background checks.</li> </ul>
Evaluation of Academic Readiness	<p><b><i>Incoming Freshmen:</i></b></p> <ul style="list-style-type: none"> <li>• Academic support personnel complete academic evaluations to review coursework completed and enrolled courses to assess prospective student-athlete’s ability to meet NCAA requirements and institutional requirements, and to determine potential for academic success at the institution.</li> <li>• Academic support personnel examine academic record to determine impact on academic preparation for prospects who: attended multiple high schools; attended prep school; completed coursework in narrow timeframe (less than 60 days); had a grade point average increase of .5 or greater in an academic year; used multiple nontraditional courses to meet NCAA/graduation requirements; and/or repeated multiple courses.</li> <li>• Director of academic support program, athletics director, provost, and faculty athletics representative establish minimum thresholds (e.g., high school grade point average, test score) for faculty review of marginal students.</li> <li>• A faculty-based committee (outside of admissions) reviews all incoming student-athletes below established minimum threshold prior to the athletics department advocating for student-athlete’s admission.</li> <li>• Head coach meets with Faculty Review Committee to advocate for student-athletes below minimum thresholds and to explain why he believes the student should be admitted to the university.*</li> </ul>

Program Area	BEST PRACTICES
Evaluation of Academic Readiness (continued)	<p><b><i>Incoming Transfers:</i></b></p> <ul style="list-style-type: none"> <li>• Academic support personnel complete academic evaluation of all incoming transfer student-athletes. Evaluation includes review of: academic work at all institutions attended, academic coursework versus free-elective and activity coursework, grade point average in academic coursework compared to overall grade point average, high school transcripts and test scores. Evaluate student-athlete's ability to meet: NCAA transfer- requirements; progress-toward-degree requirements on enrollment at the four-year institution; and progress-toward-degree requirements after enrollment (determine how many credits the student-athlete will need to meet the next percentage-of-degree benchmark).</li> <li>• A faculty-based committee (outside of admissions) reviews all two-four transfers who were nonqualifiers and any transfer with a transfer grade point average below 2.5.</li> <li>• Head coach meets with Faculty Review Committee to advocate for student-athletes below minimum thresholds and to explain why he believes the student should be admitted to the university.</li> <li>• Work with academic officials and the two-year college community to identify policies/programs that will provide effective academic support for student-athletes at the two-year institution to enable the student-athlete to be academically successful at the two-year institution and prepare the student-athlete for a four-year institution [See Best Practices for Two-Year College Transfer Men's Basketball Student-Athletes While Enrolled at the Tow-Year Institution].</li> </ul>
Admissions	<ul style="list-style-type: none"> <li>• Discourage direct communication from coaching staff to admissions' office personnel on admissions decisions.</li> <li>• Require the prospective student-athlete to present official documentation (e.g., transcripts, test scores) to the Admissions Office prior to admission decision (final documentation prior to enrollment).</li> <li>• Academic support personnel reports annually to the Faculty Review Committee and Faculty Athletics Council the academic performance of special or alternate admits (e.g., grade point average, hours attempted, hours earned, degree progress).</li> <li>• Faculty Review Committee considers the academic performance of previous year's special admits as each class is considered. If a coach demonstrates that he is able to support these students, the committee will be more likely to take future risks. If the students are not academically successful, the committee will be less likely to approve decisions for students not meeting the minimum thresholds.</li> <li>• Limit the number of special admits based on team's APR.</li> <li>• Do not encourage signees to come to campus until they are admissible and/or admitted.</li> </ul>

Program Area	BEST PRACTICES
Transfer Student-Athletes	<ul style="list-style-type: none"> <li>• Academic support personnel meets with all transfer student-athletes on initial enrollment prior to the start of classes to ensure that courses from previous institution transferred appropriately and that all courses that should be counting toward degree are counting toward degree.</li> <li>• Collaboration between academic support personnel and student-athlete's departmental advisor to create graduation plan for all transfer student-athletes.</li> <li>• Academic support personnel creates individualized academic support plan for transfer based on academic preparation. Support plan may include required weekly meetings with advisor, study hall, and/or scheduled tutoring appointments. Consequences for failure to attend academic meetings/appointments should be developed in conjunction with and enforced by coaches.</li> </ul>
Academic Support Program Structure & Personnel	<ul style="list-style-type: none"> <li>• No academic support personnel should report to a coach.</li> <li>• Recommend that the academic support provided to basketball student-athletes be under the purview of the institution's general academic support program and coordinated with the athletics department.</li> <li>• Experienced staff member (e.g., advising experience, knowledge of NCAA rules, experience in direct interaction with coaches) assigned to work with men's basketball student-athletes.</li> <li>• Director of the academic support unit should carefully evaluate caseload of men's basketball advisor to determine the staff member's ability to provide appropriate level of support (e.g., staff assigned to men's basketball should not be assigned other team(s) with a large percentage of at-risk student-athletes).</li> <li>• Compare peer institutions to identify successful academic support programs and implement new programs where appropriate.</li> <li>• Involve faculty athletics representatives in developing appropriate policies (e.g., scheduling, academic support and academic progress) and reporting mechanisms.</li> <li>• Associate director or assistant director of the academic support unit assigned to men's basketball with limited other sport assignment if any.</li> <li>• Salary for men's basketball athletics academic advisor should reflect the experience of the staff member and his/her level of increased responsibility due to work with men's basketball.</li> </ul>

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Academic Advising	<ul style="list-style-type: none"> <li>• Student-athlete required to meet with assigned departmental advisor at least one time per semester.</li> <li>• Academic support personnel creates individualized academic support plan once a student-athlete is admitted to the university. Support plan includes: weekly meetings with academic advisor, study hall requirements and tutoring appointments. Individualized plans of incoming and continuing student-athletes compiled to determine staffing needs for each academic year.</li> <li>• Programming offered by the academic support unit to assist each student-athlete in identifying a major by the end of the first academic year (e.g., first year success course, scheduled roundtable discussions with representatives from different majors).</li> <li>• Academic support personnel should limit the student-athlete's enrollment in electives until the student-athlete has matriculated into a major and the exact number of free electives is known (minimize the number of "lost credits" when student-athlete matriculates).</li> <li>• Collaboration between student-athlete, departmental advisor and academic support personnel to enroll student-athlete in a balanced academic schedule (e.g., course load should not include five intensive writing/reading classes in the same term).</li> <li>• Require student-athletes to enroll in 15 credits per term unless otherwise advised by academic support personnel or departmental academic advisor. All dropped classes should be approved by academic support personnel.</li> <li>• Establish a goal for each student-athlete to complete 30 degree applicable each academic year.</li> <li>• Enrollment in nontraditional courses (e.g., independent study, online courses) monitored by academic support personnel. Limit or restrict enrollment for at-risk student-athletes unless advised by academic support personnel or departmental advisor.</li> <li>• Emphasis on completing remediation as soon as possible (i.e. first two semesters of enrollment).</li> <li>• Collaboration between student-athlete, academic support personnel and departmental advisor to create graduation plan prior to student-athlete's junior year.</li> <li>• Establish policies that enable access to learning opportunities that might already exist on campus (e.g., online classes, alternative test dates, video and audio of classes) to respond to the needs of student-athletes who miss class due to athletics participation.</li> <li>• Require all transfer student-athletes to enroll in summer school [prior to first semester of full-time enrollment and on-going]. Summer courses should be degree applicable or meet a degree prerequisite.</li> </ul>

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Tutoring	<p><b><i>Personnel.</i></b></p> <ul style="list-style-type: none"> <li>• Limit tutors working more than two consecutive terms with only men's basketball student-athletes.</li> <li>• Restrict communication between coaches and faculty/tutors</li> <li>• Ensure appropriate accommodations available for student-athletes with diagnosed learning disabilities.</li> <li>• Full-time staff member assigned the responsibility for recruiting, hiring, training, evaluation and oversight of tutors.</li> <li>• Learning specialists (i.e., full-time personnel with specific background in special education) assigned to student-athletes with diagnosed learning disabilities or who are significantly underprepared.</li> <li>• Assign academic mentors (e.g., hourly employees) to meet regularly with student-athletes to assist with organization, study skills and time management.</li> </ul>
	<p><b><i>Training.</i></b></p> <ul style="list-style-type: none"> <li>• Tutor orientation required for all tutors. Minimum areas to cover include: NCAA rules; academic integrity; information about the culture of college athletics; program policies and procedures, and expectations.</li> <li>• Compliance director involved in all orientation and training of tutors to review NCAA rules.</li> <li>• Academic support program evaluates tutors each semester and also gathers student evaluations of tutors.</li> <li>• Ongoing training provided by academic support program for tutors. Sessions include subject specific training (e.g., writing, math), specific training for working with student-athletes enrolled in nontraditional courses, and strategies for tutoring at-risk student-athletes.</li> </ul>
	<p><b><i>Appointments/Assignments.</i></b></p> <ul style="list-style-type: none"> <li>• Assign student-athletes to meet with tutors early in the semester, rather than waiting for poor test grades.</li> <li>• Require tutors to complete a report of each tutoring session (e.g., material covered, student progress, concerns). Session reports reviewed by men's basketball advisor daily.</li> <li>• Consequences for not attending tutorial sessions should be developed in conjunction with and enforced by coaches.</li> <li>• Develop individualized tutoring plans for each student-athlete based on assessment of academic performance and course schedule.</li> </ul>

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Monitoring of Academic Progress	<ul style="list-style-type: none"> <li>• Coaches are involved in monitoring attendance (e.g., random class checks).</li> <li>• Academic support personnel request attendance information, grade updates and additional feedback from instructors for all men's basketball student-athletes at least three times per term via electronic and other types of progress report system. Requests may occur more frequently for more at-risk student-athletes.</li> <li>• Academic support personnel communicate unexcused class absences immediately to coaches.</li> <li>• Coaches impose practice and competition restrictions for unexcused class absences.</li> <li>• Academic support personnel provide academic progress reports to coaches/sport supervisors weekly (at a minimum).</li> <li>• Weekly meetings between academic support personnel and student-athletes to discuss academic progress. Student-athletes sign release of academic information at the beginning of each semester (to share with faculty on request)</li> <li>• Require coaches to meet with the academic support staff to coordinate academic support programs (e.g., study hall, tutoring, etc.) within the practice and travel schedules.</li> <li>• Hire individuals to check class attendance of identified student-athletes based on academic profile. Class checkers assigned to check identified players attendance at the beginning, middle, and/or the end of class.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Academic support personnel shares all academic reports and attendance information with head coach.</li> <li>• Academic support personnel maintains documentation of all conversations with student-athletes/coaching staff related to academic decisions (e.g., advising notes, drop/add).</li> </ul>
Study Hall	<ul style="list-style-type: none"> <li>• Objective-based study hall required for all freshmen, incoming transfers and at-risk continuing student-athletes. Each student-athlete in study hall required to establish weekly and daily objectives.</li> <li>• Isolated/distraction-free study hall conducted in academic environment (not in the coaches' office).</li> <li>• Academic support personnel communicates study hall attendance to coaches daily.</li> <li>• Consequences established and implemented by coaching staff for student-athlete(s) not meeting study hall requirements.</li> <li>• Coaching staff schedules monitored study time during all overnight road trips during the week and tournament travel.</li> </ul>

Program Area	BEST PRACTICES
Study Hall (continued)	<ul style="list-style-type: none"> <li>• Student-athletes are assigned to individual “tutors/mentors” to develop weekly lists of tasks/assignments to complete, and check-off tasks during the week as they are completed.</li> <li>• Provide laptops for student-athletes to check out for team travel.</li> <li>• Academic support staff member conducts all regular study hall sessions.</li> <li>• Men's basketball athletics academic advisor supervises study hall during all overnight road trips during the week and during tournament travel (others on as needed basis).</li> </ul>
Missed Class Time	<ul style="list-style-type: none"> <li>• Academic support personnel review all travel schedules prior to finalizing to minimize missed class time.</li> <li>• Competition schedule finalized as early as possible and communicated to academic support personnel. Competition schedule should be considered during registration for subsequent terms to minimize missed class time and to avoid conflicts with departmental attendance policies.</li> <li>• Academic support personnel should coordinate with sports medicine/media relations to minimize class and academic time for appointments/interviews.</li> <li>• Travel notices detailing missed class time delivered to faculty by student-athlete at the beginning of the term/prior to missed classes due to postseason competition.</li> <li>• Student-athletes responsible for developing a plan with the instructor to handle missed assignments and/or exams prior to missing class.</li> <li>• Academic support personnel available to facilitate submission of assignments during travel.</li> </ul>
Coach/Player Relationship	<p><b><i>Continuing Student-Athletes.</i></b></p> <ul style="list-style-type: none"> <li>• Division I men's basketball coaches should be more proactive in establishing regular meetings [e.g., weekly, biweekly, monthly] with all squad members during the academic year, both during and outside of the playing season. Such meetings should involve noncountable athletically-related activities [i.e., the meetings do not have an athletics purpose] and thus would not be included in the daily/weekly hourly limits. Emphasis during such meetings should be placed on nonathletically-related activities such as academic commitment, good citizenship and responsibility off the court and consequences for failure to exhibit such, the complete collegiate experience, on - and off - court personal issues, career discussions, etc.. The goal of such meetings is to develop trust and to provide necessary mentoring to establish a more structured environment that will facilitate a more positive collegiate experience and academic success for Division I men's</li> </ul>

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<p>Coach/Player Relationship (continued)</p>	<p>basketball student-athletes. Institutional staff members with responsibilities for coordinating academic progress of men’s basketball student-athletes should be included in such meetings on a regular basis.</p> <p>It is important to understand that during such meetings/discussions, it is permissible to engage in general discussions regarding basketball-related topics, for example , problems the student-athlete may be incurring on the court, basic areas of deficiency that merit attention when practicing or playing, the landscape of college basketball or the conference of which the institution is a member. Such meetings/discussions should not be conducted strictly for this purpose and may not be used to engage in practice activities, film review or chalk talks regarding "X's and O's" of the team or an opponent.</p> <ul style="list-style-type: none"> <li>• Identify appropriate "voluntary athletically related activities" related to men's basketball and limit time student-athletes may be involved in such activities.</li> <li>• Develop best practices to ensure student-athletes remain academically engaged and motivated to graduate throughout their enrollment, including beyond the first year on campus. Such practices should take into account research findings that indicate student-athletes perceive a decrease in the positive influence of their coaching staffs on their academic careers in the third and fourth years of enrollment. The practices also should include methods to address self-identification as "athletes" versus "students", as well as the perceived bias among faculty and the student-body toward identification of players as "athletes" rather than "students." Such best practices could be shared with coaches through the National Association of Basketball Coaches (NABC) partnership with the NCAA as part of coaches’ professional development programming.</li> </ul> <p><b><i>Incoming Freshman Student-Athletes.</i></b></p> <ul style="list-style-type: none"> <li>• Subsequent to a prospective student-athlete’s commitment or signing of a National Letter of Intent or institutional financial aid agreement, coaches should continue to interact with their signee on a regular basis and provide important information/institutional contacts [e.g., academic advisors, academic policies, NCAA eligibility certification information] to stress the importance of academics as the signee finishes his senior year of high school. This continued dialogue should also help identify, and possibly minimize, any academic concerns as the prospective student-athlete goes through the academic and amateurism certification process. Finally, this</li> </ul>

Program Area	BEST PRACTICES
Coach/Player Relationship (continued)	<p>should enhance the prospective student-athlete’s total development and better prepare them for the overall collegiate experience</p> <hr/> <p><b><i>Youth Education.</i></b></p> <ul style="list-style-type: none"> <li>• Coaches should be more proactive and look for opportunities to speak to young basketball athletes in their community about the importance of education and the appropriate role of basketball in the educational process. Although NCAA rules preclude direct contact with prospective student-athletes, coaches [and student-athletes also] are permitted to speak to high school groups or at meetings/banquets, provided the coach does not provide a recruiting presentation and does not use such a forum to attempt to recruit a particular prospective student-athlete. Coaches are role models in their communities/states and can use that status in a positive way to minimize the nonscholastic influences and further the message of the importance of education.</li> </ul>
Student-Athlete Development/Engagement	<ul style="list-style-type: none"> <li>• Collaboration between coach and academic support personnel to establish team academic goals (e.g., team grade point average).</li> <li>• Recognize academic improvement of individual student-athletes (e.g., scholar-athlete of the week, Scholar Baller program).</li> <li>• Long-range counseling for student-athletes provided by former student-athletes (currently playing professional and willing to “tell their story”).</li> <li>• Faculty mentoring programs for all student-athletes.</li> <li>• Mandatory enrollment in first-year success course (e.g., transition issues).</li> <li>• Academic support personnel should obtain written release from student-athletes at the beginning of each term to discuss academic issues with parent/guardian. As issues arise throughout the semester, they should be communicated to parent/guardian as needed.</li> <li>• Include language in scholarship agreements that academic misconduct, etc. could result in termination of award.</li> <li>• Develop institutional policies recommending student-athletes remain on scholarship if they are eligible and wish to remain at the university.</li> </ul>

Program Area	BEST PRACTICES
Student-Athletes Pursuing Professional Opportunities	<ul style="list-style-type: none"> <li>• Advise student to earn as many credits as possible so when they depart the institution, they are as close to graduation as possible.</li> <li>• Early identification of student-athletes pursuing professional opportunity and ongoing dialogue between coaches, academic support staff and student-athlete regarding academic expectations.</li> <li>• Provide information to departing student-athletes on how to return to the university to complete their degree program.</li> <li>• During the expected last season, the student-athlete’s schedule should be carefully considered to determine ability to complete successfully. Online courses should be considered if the student-athlete anticipates significant participation in “tryouts” after the season concludes.</li> <li>• Develop best practices for awarding fifth-year aid. Model practices should address motivation, expectations and accountability for student-athletes and coaches.</li> </ul>

\*Best academic support practices for two-year college transfer men’s basketball student-athletes while enrolled at the two-year institution.

**Academic Advising/Counseling Personnel.**

1. Identify an individual(s) on campus with academic support/academic advising responsibilities for student-athletes.
2. Required training for the individual(s) with academic support/academic advising responsibilities for student-athletes on NCAA transfer requirements, NCAA Progress-Towards-Degree Requirements, and NCAA Eligibility Center processes (e.g., initial eligibility review, amateurism certification).
3. Attendance at regional or national meetings of the National Academic Advising Association and/or the National Association of Academic Advisors for Athletics.
4. Academic advisor/counselor provides student-athletes with career and academic major information during regularly scheduled appointments (e.g., weekly meetings, team meetings each semester).

### **Recruiting.**

1. Once prospective student-athlete is identified, coach submits the academic credentials (e.g., high school transcripts, available test scores and transcripts from all institutions attended) of prospect to academic advisor/counselor for review.
2. Academic advisor/counselor assigned to student-athletes meet with all prospective men's basketball student-athletes prior to enrollment to provide institutional academic information and obtain academic information to assist with creation of appropriate academic plan to meet institutional, transfer requirements and progress-towards-degree requirements. Meeting with parents is advisable.
3. Academic advisor/counselor prepares information for the visit by student-athlete based on major interest (e.g., course curriculum of major, entrance requirements for the major, typical graduation plan).

### **Student-Athlete Orientation.**

- Orientation program for all new students. Topics covered include institutional requirements, NCAA transfer requirements, progress-towards-degree requirements and study skills seminars.

### **Monitoring Academic Progress/Academic Evaluation.**

1. Academic advisor assigned to student-athletes requests regular progress updates from the faculty members on classroom attendance, grades earned and classroom behavior.
2. Academic advisor/counselor creates individualized academic support plan for student-athletes desiring to transfer to four-year institution based on academic preparation. Support plan may include required weekly meetings with advisor, study hall and/or scheduled tutoring appointments. Consequences for not attending academic appointments should be developed in conjunction with and enforced by coaches.

3. Evaluate student-athlete's ability to meet NCAA transfer requirements and progress-towards-degree requirements on enrollment at the four-year institutions. Provide academic advising to help student-athlete meet institutional requirements, NCAA transfer requirements and progress-towards-degree requirements.