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Guidelines to Evaluate Academic and Life Skills Programs at NCAA Institutions

I. Baseline Elements That Should Be Included In All Institutions

Area of Interest	Components and Requirements
<p>Academic Support Services</p>	<p><u>Minimum Components of Academic Support Services:</u></p> <ul style="list-style-type: none"> • Tutoring services • Supervised study • Monitoring of academic coursework performance • Monitoring of progress toward degree • Monitoring of athletic eligibility • Workshop programming or coursework for student-athlete survival skills • Academic support services should demonstrate an integration of campus student life programs and services • Routine rules education • Accommodations for and monitoring of student-athletes with learning disabilities • Specific academic success programs for at-risk student-athletes • Mentoring of academic at-risk student-athletes • Structured supervised study for at-risk student-athletes • The development of a student-athlete handbook • At least a 125/1 student-athlete to academic counselor ratio
	<p><u>Staff Minimum Qualifications:</u></p> <ul style="list-style-type: none"> • Directors of Student-Athlete Support Services should have a minimum of a Masters Degree and 5 years experience in intercollegiate academic services • Academic Counselors should have a minimum of a Bachelor Degree with some experience in intercollegiate athletics
	<p><u>Baseline Organizational Structure:</u></p> <ul style="list-style-type: none"> • All programs should include appropriate institutional oversight and review of student-athlete progress, academic performance, and student-athlete welfare • No academic counselor should report to any coaching staff(s) • Each team should have a designated member of their coaching staff as an academics liaison • Clear academic policies regarding the academic expectations of student-athletes and coaches including communication with campus faculty • Academic support programs should have some reporting relationship with the campus academic administration
<p>Life Skills</p>	<p><u>Life Skills</u></p> <p>All life skills programs should include the following components:</p> <ul style="list-style-type: none"> • Career counseling programming to include interviewing, resume writing, job hunting and networking skills • Degree completion and post-graduate scholarship opportunities • Routine personal growth and development programs • Community service programs to encourage volunteerism • Intra-department community building to encourage student-athletes supporting each other's team competition • Organized Student-Athlete Advisory Council • Educational programming for important topics to include sexual assault/date rape, nutrition, personal health, alcohol and drug awareness, performance enhancing drugs, gambling, etc.

II. Elements of the Ideal Academic Support Program

Area of Interest	Components and Requirements
Academic Support Services	<p style="text-align: center;"><u>Ideal Academic Support Programs</u></p> <p>Ideal academic support programs should include many of the following components:</p> <ul style="list-style-type: none"> • A budget to adequately support and attract quality and experienced staff • A full-time tutor and academic services coordinator • A tutor staff at approximately a 1/4 tutor to student-athlete ratio • Tutor programs should offer individual, group, and supplemental instruction • An academic counselor to student-athlete ratio of 1/50 • A physical facility to accommodate all academic support staff and services • The facility should accommodate centers for learning such as a computer lab, space for supervised study, private counseling and tutoring areas, and centers for study skills development, mathematics, foreign language, written and oral communication, and a career center. • Space and scheduling of academic support facilities should be dedicated for student-athletes • A computer lab should be equipped with adequate computer hardware and software to accommodate all student-athletes needing access to the technology • An adequate number of laptop computers should be available for loan to student-athletes at away competition • Priority registration to ensure necessary course selection to meet progress toward degree requirements • A routine student-athlete research program to measure academic and student welfare progress • Annual academic and life skill recognition programs • A mentoring program to accommodate all ethnic minorities, at-risk student-athletes and other interested student-athletes • Routine NCAA rules education for staff • Routine professional development opportunities for all professional staff • A learning specialist on staff to assist LD and at-risk student-athletes
	<p style="text-align: center;"><u>Staff Minimum Qualifications:</u></p> <ul style="list-style-type: none"> • Directors of Student-Athlete Support Services should have a minimum Masters Degree and preferred terminal degree with 5 years experience in intercollegiate athletics • Academic counselors should have a minimum Masters Degree and 3 years experience in intercollegiate athletics
	<p style="text-align: center;"><u>Organizational Structure:</u></p> <ul style="list-style-type: none"> • Appropriate institutional oversight and review of student-athlete progress, academic performance, and student-athlete welfare • Academic support programs should report directly to an academic authority outside the athletics program • Clear academic policies regarding the academic expectations of student-athletes and coaches including communication with campus faculty
Life Skills	<p style="text-align: center;"><u>Ideal Life Skills Programs:</u></p> <p>Ideal life skills programs should include many of the following components:</p> <ul style="list-style-type: none"> • A full-time coordinator for life skills • A budget to support skilled staff and programming • Career counseling programs to include career interest measurements, and interviewing, resume writing, and networking skills education • Programming pertaining to human sexuality and understanding of and tolerance for sexual preferences • An organized Student-Athlete Advisory Council that shares in Athletics Department governance • A full-time licensed psychologist to address psycho-social stressors affecting student-athletes • A full-time sport psychologist • A full-time sport nutritionist/dietician • Formal for academic credit life skill classes on topics including university orientation, personal health, career development, academic survival, etc. • Programming or class instruction on career development and transitioning from college to the workplace for student-athletes • Career fairs on-campus and within Athletics Department • Programs for faculty to enhance understanding of the student-athlete • Integrative and collaborative efforts with campus programming such as shared programs and invitations to student body on topics of mutual interest • Routine evaluation of academic and life skills programs