



NCAA Tips for Remote Learning/Online Courses

The use of remote learning and online courses continue to grow on campuses. Because of the unique challenges of monitoring these environments, here are some tips on how those in athletics can promote academic integrity in this area.

Online Courses

- Familiarize yourself with your school's academic misconduct policies, reporting requirements and online/remote learning policies. Make sure that any student-athlete potentially involved in academic misconduct is reviewed and adjudicated according to those policies. [[Tips for Faculty](#)]
- Educate student-athletes, athletics academic services staff and tutors on all institutional online/remote learning policies. Remind all involved that although classes and tutoring sessions look different, institutional and NCAA rules still apply.
 - Consider providing education to athletics administrators, coaches and other support staff who may have regular contact with student-athletes who are learning remotely and/or taking online courses.
- Do not provide student-athletes assistance that is not available to all other students in the respective online course.
- Remind coaches they should not log into a student-athlete's online course, proctor exams for student-athletes or submit work for student-athletes.

Remote Academic Support

- Review institutional academic misconduct policies and any online/remote learning policies with all student-athlete tutors and/or learning specialists. [[Academic Do's and Don'ts for Athletics Department Tutors](#)]
- Only use institutionally approved communication mediums (e.g., institutional email, institutional video conference software, etc.) when feasible to conduct remote academic support sessions.
- Provide student-athletes with assistance in study techniques, problem solving strategies and setting deadlines; however, never make substantive changes to a student-athlete's coursework.

Monitoring Remote Learning

- Document all tutoring sessions. For example, ask all tutors performing remote tutoring sessions to send a short email documenting what occurred during the session and what the tutor and the student-athlete worked on. If you can, spot check certain tutoring sessions by dropping in and participating online (e.g., Zoom Meetings or other videoconferencing) in the session.
- Make sure that any changes or suggested edits to coursework are tracked through some form of documentation. For example, use the track changes function in Microsoft Word. Comment boxes are a useful tool where tutors, learning specialists or writing specialists can help student-athletes with their work without changing substance.
- Make sure that the athletics academic advisor is copied on all communications between the student-athlete and tutor or learning specialist.
- While it may be impossible to document all or most interactions, if you feel you need to note a particular exchange or meeting, do so. Real-time documentation is a powerful tool when discussing an institution's academic monitoring.

If academic integrity issues are suspected, immediately have the institution's information technology staff secure and preserve appropriate electronic metadata and information (e.g., emails, IP information and document properties, etc.). Feel free to contact the NCAA enforcement staff with any issues, and we can provide guidance on how to proceed with an internal investigation.

Contact Information

Kathy Sulentic
NCAA Associate Director of Enforcement
ksulentic@ncaa.org
317-966-6453