Faculty Advisory Committee on Athletics and Physical Education

Frank S. Rossi, Ph.D.
Committee Chair
CALS/SIPS-Horticulture
✓ Oversight Role
✓ Academics
  Faculty Advisory Role
  Leave Policy
  Performance
✓ Physical Education Program
✓ Facilities
✓ Concussion Surveillance and Support
to provide advice on how the programs of the Department of Athletics and Physical Education can best complement and support the overall educational objectives of the University.
The committee will **consult** with the Athletic Director regarding how to **assure** an intercollegiate, physical education, intramural, and recreational program of the **highest quality**.

1. **Admissions, academic performance of student athletes**, and the overall programs, goals, and objectives of the Department.
2. Issues facing the NCAA, ECAC and Ivy League.
3. **Guidelines for leaves and absences for intercollegiate teams.**
4. The **physical education requirement** for students (including administering the procedure of **hearing appeals from students** regarding their physical education requirement for graduation).
University Required Swim Test
FACULTY ADVISORY COMMITTEE ON ATHLETICS & PHYSICAL EDUCATION (FACAPE)

ATHLETIC SCHEDULING AND MISSED CLASS TIME POLICY

Cornell has a longstanding policy whereby each sport’s regular season competition schedule and its associated missed class time must be approved by the Faculty Advisory Committee on Athletics and Physical Education (FACAPE). This policy concurrently fulfills NCAA Bylaws (specifically 3.2.4.113) and Ivy rules (VI.G.2) and is regularly reviewed to ensure compliance with evolving NCAA and university policies. Unless otherwise outlined in this document, exceptions to scheduling and other requirements dictated by this policy must be in accordance with NCAA and Ivy rules and approved by the chairperson of FACAPE.
FACAPE Charge

In addition, the Committee will review and help develop, in conjunction with individual athletic academic advisors:

1. A strong academic advisement system for student athletes.
2. A series of seminars for all freshmen athletes to cover library skills, study and reading skills, expectations of a student-athlete at Cornell, etc.
3. A series of meetings with the captains of the intercollegiate teams to discuss athletics and academics, and the role of the captains as academic role models.
4. Procedures for working with individual academic problem cases.
Amy Foster
Senior Associate Director of Athletics for Compliance and Student Services

Carmen Rogers
The Andrew '78 and Margaret Paul Assistant Director of Athletics for Student Services
Student-Athlete CUM GPA by Class Year
Spring 2018

Number of Student-Athletes

Below 2.00 | 2.00-2.99 | 3.00-3.99 | Above 4.0

FR | SO | JR | SR

[Bar chart showing the distribution of GPA by class year for student-athletes in Spring 2018]
Get Moving

Physical education has been a Cornell tradition since its founding—but Ezra could never have imagined the kaleidoscope of offerings on East Hill today

By Beth Saulnier & Alexandra Bond '12
March/April 2018
roughly 300 ways that Cornell students can earn physical education credit on the Hill—home to a large, vibrant, wildly varied program. Today’s undergrads have to take two PE courses to graduate (though playing on a varsity or JV team qualifies), making Cornell one of three Ivies, along with Dartmouth and Columbia, that have mandatory physical education.
“interest in physical activity is on the rise according to just about all measures—from student enrollment in PE classes to card swipes at the fitness centers to the use of the Bartels Hall climbing wall, which saw a tripling of participation after an $850,000 renovation and expansion in 2016.”

Jen Gudaz
Senior Associate Director of Athletics
In 2016–17, roughly:

- 11,700 students were enrolled in PE
- 11,000 had fitness center memberships
- 3,800 did intramural sports
- 5,000 participated through COE
- 1400 took PE credit post-requirement
Over the 2010-11 academic year the Ivy League presidents formed a committee to examine how the Ivy League could assume a leadership role in trying to limit concussive hits in the sport of football and propose any corresponding playing and practice limitations, and health and safety measures necessary to try to minimize concussion exposure, encourage concussion reporting and support concussion recovery. The Presidents adopted legislation regulating the playing and practice season as well as educational efforts aimed at accomplishing those goals.

As a result of the success of the football study, the Ivy League formed five additional committees to examine the issues surrounding concussions in women’s and men’s lacrosse, women and men’s soccer, and women’s and men’s ice hockey. The Ivy League presidents adopted regulations modifying components of the playing and practice seasons and recommendations for enhancing existing educational resources.
Ivy League Moves to Eliminate Tackling at Football Practices

Dartmouth football players practiced tackling with the team's "mobile virtual player," a device that simulates an opponent's size and movements, last August.  Jim Cole/Associated Press
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Guidelines to help coaches manage concussions
CONCUSSION
A FACT SHEET FOR STUDENT-ATHLETES

WHAT IS A CONCUSSION?
A concussion is a brain injury that:
- Occurs when the brain is jarred, shaken, or hit by an object.
- Can be caused by a blow to the head or body.
- Occurs when your brain and the inside of your skull bump against each other or move apart from one another.
- Can cause you to lose consciousness or not loss consciousness.

WHAT ARE THE SYMPTOMS OF A CONCUSSION?
Some of the symptoms of a concussion may include:
- Headache.
- Dizziness or balance problems.
- Confusion.
- Memory problems.
- Seeing or hearing things that aren't there.
- Feeling sick, like you might vomit.

HOW CAN I PREVENT A CONCUSSION?
Basic steps you can take to prevent yourself from concussions:
- Warm-up and stretch.
- Wear a helmet.
- Avoid contact or collision.
- Follow your athletic department's rules for safety and the rules of the sport.

WHAT SHOULD I DO IF I THINK I HAVE A CONCUSSION?
If you believe you have a concussion:
- Rest.
- Avoid using electronic devices.
- Avoid repetitive head movements.
- Avoid activities that make your brain work hard.
- Rest.

IT'S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON.
WHEN IN DOUBT, GET CHECKED OUT.

For more information and resources, visit www.NCATA.org/health-safety and www.CDC.gov/Concussion.

BEST PRACTICES

STEP 1: Pre-Season Baseline Testing & Education
- Educate Athletes, Coaches, Coaches on Concussion
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- Educate Athletes, Coaches, Coaches on Concussion

STEP 2: Concussion Is Suspected
- Concussion Management Protocol
- Concussion Management Protocol
- Concussion Management Protocol

STEP 3: Post-Injury Testing & Treatment Plan
- Concussion Management Protocol
- Concussion Management Protocol
- Concussion Management Protocol

STEP 4: Is Athlete Ready for Non-Contact Activity
- Concussion Management Protocol
- Concussion Management Protocol
- Concussion Management Protocol

STEP 5: Determining Safe Return to Play
- Concussion Management Protocol
- Concussion Management Protocol
- Concussion Management Protocol

Concussion Management Model for Schools and Teams

ImPACT:
Concussion Management Model for Schools and Teams

czasger

Toll Free: 888-446-7991 • www.impacttest.com
Sport Related Concussions

![Bar Chart showing the number of sport related concussions across different years and sports.]
Association Between the Experimental Kickoff Rule and Concussion Rates in Ivy League Football

Douglas J. Wiebe, PhD¹; Bernadette A. D’Alonzo, MPH¹; Robin Harris²; et al

The kickoff return in football, in which athletes run at speed toward each other over a long distance with the potential for significant impacts, has been associated with a substantial number of concussions.¹ In 2015 in the Ivy League, a Division 1 conference of 8 private universities in the National Collegiate Athletic Association (NCAA), kickoffs accounted for 6% of all plays but 21% of concussions.² In response, Ivy League...
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