Operating Principle

2.1 Academic Standards

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not Applicable.

There were no corrective actions or conditions for certification that the University of Central Florida was required to provide in the first-cycle certification decision. Of the five strategies for improvement suggested, there were none related to the area of Academic Standards.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.1 (Academic Standards). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not applicable.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.1 (Academic Standards) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The process of admission for student-athletes has improved considerably in recent years because of a change in the procedures for acquiring all necessary documentation from student-athlete prospects. The Office of Academic Services for Student-Athletes coordinates these activities with the UCFAA and with the Office of Undergraduate Admissions. A tracking system, the Admission Status Report, was instituted by Academic Services for Student-Athletes and identifies the status of all documentation so that coaches, advising staff, and admissions personnel are updated regularly on the student-athletes’ progress towards enrollment. The report is distributed every other week through March and weekly in April through the end of the fall semester add/drop period. This tracking report has helped decrease the processing time for applications and decisions for both domestic and international student-athletes.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution’s interim-report process (if applicable) as they relate to Operating Principle 2.1 (Academic Standards). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.
5. Describe the process by which student-athletes are admitted to your institution and identify the agencies vested with this responsibility. In what ways (if any) do the process and/or criteria used for the admission of student-athletes differ from the process for admitting students generally? Be specific and give careful attention to key decision points (e.g., establishment of admissions criteria, approval of special admissions) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the athletics department plays (if any) in the admissions process for student-athletes.

The process of admission for student-athletes to the University of Central Florida includes:

- NCAA Clearinghouse registration
- Completion of a Web or paper application for admission to the University of Central Florida and submission of application fee
- Submission of official high school or previous institution transcripts to both UCF and the NCAA Clearinghouse
- Submission of official ACT or SAT test scores to both UCF and the NCAA Clearinghouse
- Submission of additional documents in the case of international student-athletes
- Admission decision by the Office of Undergraduate Admissions

There is no difference between the process for admission of student-athletes and that of other students other than the student-athlete’s need to receive approval from the NCAA Clearinghouse. The University of Central Florida does not recruit or admit non-qualifiers.

The Academic Services for Student-Athletes office, which is overseen by Student Development and Enrollment Services, a division of Academic Affairs, supports the Athletics Compliance Office in ensuring and monitoring the accuracy of admissions policies and procedures for student-athletes. Academic Services for Student-Athletes informs the coaching staff of requirements so that they may be helpful in explaining the process to new recruits and their families. Other than making initial contact with a prospective student-athlete and encouraging him or her to complete the application process, the UCFAA is not involved in the admissions decision-making process. All admissions decisions are made by the Office of Undergraduate Admissions.

6. Compare the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years:

- average standardized test scores for freshman student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I graduation rates disclosure form) and for all entering freshmen students (by gender and by racial or ethnic group).

[Note: Use the supplied charts and the graduation-rates disclosure form methodology to compile these data.]

Differences between the academic profiles of student-athletes and non-athletes are evident and have led the university to strengthen and improve the academic support programs for student-athletes. There have been regular increases in staffing, space, and services for our student-athletes in recent years to support this emphasis.

In comparison to the number of prospects available to larger, more established Division I programs, there is a small pool of students who are talented in both academics and athletics that UCF attempts to recruit. UCF is in competition with other more established institutions in our state for the best student-athletes. UCF works to provide strong academic support to make up for academic talent that often is below the level of our general student body at the time of entrance to our institution.

One of the safeguards that the institution provides is the Athletic Eligibility and Retention Committee, which is comprised of dedicated faculty members who work closely with any student-athlete that is placed on academic
probation. UCF offers mentoring and sets clear expectations to ensure that these student-athletes improve their academic standing during the next term. This committee also may decide to limit participation in athletics for these student-athletes if there is agreement that participation would be detrimental to students' academic success.

7. Please describe the process by which students may be admitted if they do not meet the institution's standard or normal entrance requirements and identify the agencies vested with this responsibility. This should include any second-level or subsequent review processes or appeals procedures which may be utilized when students are not automatically admitted because they do not meet the institution's published entrance requirements.

The State of Florida Department of Education publishes minimum standards of admission that include a sliding scale of high school GPA and test scores. These standards are published in the University of Central Florida catalog (page 29). Each state university reserves the right under Department of Education rule 6C6.002 to establish admission criteria that exceed the Department of Education minimums.

The Florida Department of Education is allowed to make exceptions to minimum admission requirements. These exceptions include admitting students that have special artistic, musical, dramatic, or athletic talents. Departments may forward requests for special admission consideration to the University of Central Florida Admissions and Standards Committee, which is appointed each year by the Faculty Senate. Favorable admission may be given if the committee observes through documentation or personal interview that students can be expected to do successful academic work. Appropriate advising and support is provided in these circumstances.

In the case of student-athletes, the Admissions and Standards Committee has approved guidelines for admission of student-athletes who do not meet standard admissions criteria. Any student can appeal an admissions decision through the university's Admissions and Standards Committee.

8. Compare and explain any differences between the percentage of freshman student-athletes receiving athletics aid who were admitted through any of the processes described in Number 7 above and the percentage of freshman students generally who were so admitted. Provide these comparative data for the three most recent academic years. For the student-athlete data, information should be displayed for each of the sport groups, organized by year, and listed in the NCAA Division I Graduation-Rates supplemental form. [Use the supplied chart to compile these data.]

There is a higher percentage of student-athletes admitted through the special admissions process because the university's admission standards have increased substantially in the last ten years.

The pool of student-athletes that exhibit these increased GPAs and test scores is limited and there is keen competition in the State of Florida for highly qualified athletes who are highly qualified students.

As the entrance requirements have increased at UCF, the athletic demands have also increased as UCF has entered more demanding athletic conferences.

9. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial eligibility for transfer student-athletes. Identify by name and title the individual(s) with final authority for certifying initial eligibility.

The names and titles of individuals involved in this process are:

- Director of Academic Services for Student-Athletes, Dr. Karl Mooney
- Assistant Director of Athletics-Compliance, Dr. Rob Mathner
- Faculty Athletics Representative, Dr. William Callarman

Step 1

The Director of Academic Services for Student-Athletes begins the continuing eligibility certification process by reviewing the following information on all incoming transfer student-athletes:
1) Is or was the student-athlete a transfer from a community college(s) or from a 4-year institution(s)?

2) Was the student-athlete a qualifier?

3) Is the student-athlete a full-time UCF student?

4) In which sport(s) does the student-athlete participate?

5) Which was the student-athlete’s first full-time semester/quarter of collegiate studies? (The date determines which set of NCAA eligibility rules must be applied).

6) Has the student-athlete previously competed in intercollegiate athletics at any 2-year or 4-year institution?

7) In which courses is or was the student-athlete enrolled?

8) Percentage of Degree Completion: How many semester hours are required for the student-athlete’s declared major field of study?

9) Previous Semester Satisfactory Progress: How many degree-applicable semester hours did the student-athlete earn in the past semester?

10) Annual Satisfactory Progress

Step 2

After the Director of Academic Services for Student-Athletes reviews this information, he enters the data into a spreadsheet that generates the UCF Individual NCAA Athletics Academic Evaluation (IAAE) Form. The IAAE form, in addition to the appropriate 4-4, 2-4 or 4-2-4 Transfer Student-Athlete Certification Form and the supporting documentation (UCF Transfer Certification Form, UCF transcripts containing all institutions attended, 48-C Report-if needed, and UCF Degree Audit Form) is signed by Director of Academic Services for Student-Athletes. The Director of Academic Services for Student-Athletes then renders one of the following eligibility decisions for the student-athlete:

a. certified for practice only

b. certified for practice and competition

c. not certified for practice or competition

Step 3

The Director of Academic Services for Student-Athletes forwards the IAAE forms and accompanying documentation to the Assistant Director of Athletics-Compliance. The Assistant Director of Athletics-Compliance reviews the IAAE forms and verifies the correct application of NCAA rules to the student-athlete’s situation. The Assistant Director of Athletics-Compliance either agrees with the eligibility certification decision rendered by the Director of Academic Services for Student-Athletes and signs the IAAE Forms, or disagrees with the decision and addresses the issue with the Director of Academic Services for Student-Athletes.
Step 4

The Assistant Director of Athletics-Compliance forwards the IAAE forms and accompanying documentation to the Faculty Athletics Representative for final review and signature. The Faculty Athletics Representative is the final certifying officer for UCF student-athletes’ continuing eligibility.

The Faculty Athletics Representative reviews the IAAE forms and the accompanying documentation, and checks to verify the completion of NCAA-related forms. The Faculty Athletics Representative agrees with the eligibility certification decision rendered by the Director of Academic Services for Student-Athletes and the Assistant Director of Athletics-Compliance and signs the IAAE forms, or disagrees with the decision and addresses the issue with either the Director of Academic Services for Student-Athletes or the Assistant Director of Athletics-Compliance.

Step 5

After receiving the signed IAAE forms, the Athletics Compliance Office staff populate the Compliance Assistant Internet software with the applicable eligibility certification decisions and generate the required NCAA forms (NCAA squad list, NCAA Affirmation of Eligibility, NCAA Eligibility Checklist). These NCAA forms are generated, signed by the appropriate institutional officials, and submitted to the conference office prior to the first date of outside competition.

10. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes’ continuing eligibility. Identify by name and title the individual(s) with final authority for certifying continuing eligibility.

The names and titles of individuals involved in this process are:

Director of Academic Services for Student-Athletes, Dr. Karl Mooney
Assistant Director of Athletics-Compliance, Dr. Rob Mathner
Faculty Athletics Representative, Dr. William Callarman

Step 1

The Director of Academic Services for Student-Athletes begins the continuing eligibility certification process by reviewing the following information on all returning student-athletes:

1) Is the student-athlete a full-time UCF student?
2) In which sport(s) does the student-athlete participate?
3) Which was the student-athlete’s first full-time semester/quarter of collegiate studies? (The date determines which set of NCAA eligibility rules must be applied).
4) Has the student-athlete previously competed in intercollegiate athletics at any 2-year or 4-year institution?
5) Is the student-athlete's current cumulative UCF and overall GPA above 2.000?
6) In which courses is or was the student-athlete enrolled?
7) Percentage of Degree Completion: How many semester hours are required for the student-athlete’s declared major field of study?

8) Previous Semester Satisfactory Progress: How many degree-applicable semester hours did the student-athlete earn in the past semester?

9) Annual Satisfactory Progress.

Step 2

After reviewing this information, the Director of Academic Services for Student-Athletes enters the data into a spreadsheet that generates the UCF Individual NCAA Athletics Academic Evaluation Form (IAAE). The IAAE form and the supporting documentation (UCF Transfer Certification Form, UCF transcripts containing all institutions attended, 48-C Report-if needed, and UCF Degree Audit Form) is signed by the Director of Academic Services for Student-Athletes, who then renders one of the following eligibility decisions for the student-athlete:

a. certified for practice only
b. certified for practice and competition
c. not certified for practice or competition

Step 3

The Director of Academic Services for Student-Athletes forwards the IAAE form and accompanying documentation to the Assistant Director of Athletics-Compliance. The Assistant Director of Athletics-Compliance reviews the IAAE form and verifies the correct application of NCAA rules to the student-athlete’s situation. The Assistant Director of Athletics-Compliance either agrees with the eligibility certification decision rendered by the Director of Academic Services for Student-Athletes and signs the IAAE form, or disagrees with the decision and addresses the issue with the Director of Academic Services for Student-Athletes.

Step 4

The Assistant Director of Athletics-Compliance forwards the IAAE form and accompanying documentation to the Faculty Athletics Representative for final review and signature. The Faculty Athletics Representative is the final certifying officer for UCF student-athletes’ continuing eligibility certification.

The Faculty Athletics Representative reviews the IAAE form and the accompanying documentation and checks to verify the completion of NCAA-related forms. The Faculty Athletics Representative agrees with the eligibility certification decision rendered by the Director of Academic Services for Student-athletes and Assistant Director of Athletics-Compliance and signs the IAAE form, or disagrees with the decision and addresses the issue with either the Director of Academic Services for Student-Athletes or the Assistant Director of Athletics-Compliance.

Step 5

After the Athletics Compliance Office staff receive the signed IAAE form, they populate the Compliance Assistant Internet software with the applicable eligibility certification decisions and generate the required NCAA forms (NCAA squad list, NCAA Affirmation of Eligibility, NCAA Eligibility Checklist). After these NCAA forms are generated, they
11. Review the graduation rates for student-athletes who received athletics grants-in-aid, for various student-athlete subgroups and for students generally during the last three years, and comment on any trends or significant changes. Specifically, identify and explain deficiencies in graduation rates for any of the following when compared to the graduation rates of students generally: student-athletes generally, student-athletes of particular sport teams, student-athletes by gender, student-athletes by ethnicity and student-athlete subgroups (i.e., ethnicity) within particular sport teams. If the graduation rate for student-athletes, or for any student-athlete subgroup, is less than the graduation rate for students generally, the institution must analyze, explain and address, as appropriate (1) the magnitude of the difference between the student-athlete (or subgroup) rate; and (2) the trends over the three reporting periods in these rate differences.

With few exceptions, graduation rates for student-athletes are lower in most instances when compared to other student body groups.

For example, for the 1996 and 1995 cohorts, graduation rates of black student-athletes were higher than black students in general but were much lower for the 1997 group.

Also, graduation rates for white student-athletes in the 1997 cohort were higher than white students in general.

There are differences between sport groups, and baseball has the lowest rate. The low rate for baseball may be associated with the strength of the baseball team. The team has had more players drafted into professional teams than any other school in Florida.

Some other issues that may have influenced graduation rates of student-athletes include the sudden death of our women's basketball coach.

Also, the graduation rate for the category of “other women's sports” is higher than women students in general.

Although lower than the graduation rate for the general population of male students, graduation rates for male student-athletes have increased each year during the three-year reporting period.

UCF AAA is concerned with the graduation rates of football student-athletes and has implemented strengthened academic support efforts and higher academic expectations for the football team. Additionally, new coaching leadership in football has already improved the academic success of these student-athletes.

In the fall semester, 2004, UCF’s student-athletes excelled in the classroom. The average gpa of the student-athletes certified eligible to practice and/or play for the fall semester 2004 was 2.93. Of those student-athletes 93% were in good standing at the end of the fall semester with only 7% either on probation or disqualified from the university. 55% had a fall semester gpa > 3.00, including 23 student-athletes with a 4.0 gpa. The team gpa’s ranged from a 2.372 to 3.514. Women’s tennis had the highest team gpa of the smaller sports (3.514) while women’s soccer (3.390) had the highest team gpa of the larger sports. Football was recognized as the sport with the greatest improved gpa from the previous spring with a 2.781 team gpa for the fall semester.

12. Identify and describe the academic standards and policies contained in the university's catalog/bulletin, athletics department manual, student-athlete handbook and/or institutional handbook for students. Describe exceptions, if any, to the institution's regular academic standards and policies applicable to the general student body (e.g., good academic standing, definition of minimum full-time status) that are available to student-athletes.

The UCF catalog contains information about registration, withdrawal policy, grade system, attendance, absences or unsatisfactory work, student classifications, academic honors, grade forgiveness, academic standing, and readmission. The Student Handbook, which is distributed at orientation to each new student, describes offices that provide services related to these academic policies.

Registration policies contain the definition of full-time enrollment and associated deadlines and procedures for enrollment in classes.
The withdrawal policy indicates the procedures and deadline for withdrawal and the withdrawal appeal process.

The grading system defines the plus-minus grading system used at UCF; a system that has changed since the last accreditation cycle.

The university policy on attendance defines expectations for class participation and exemptions for university-sanctioned events, including sanctioned athletic participation.

Student classifications define academic levels by number of hours earned and by type of enrollment.

Criteria for academic honors are noted.

The grade forgiveness policy is explained and appropriate deadlines are listed.

Academic standing refers to the academic actions based on grade point achievement and the associated enrollment ramifications.

Readmission describes the process for re-enrolling in the university after an absence or exclusion.

Academic Services for Student-Athletes produces electronic versions of the Student-Athlete Handbook that include a section on Academic Policies and Procedures. This section describes issues that student-athletes should consider since eligibility is often affected by changes in enrollment or academic performance. Often, the student-athlete is directed to the Office of Academic Services for Student-Athletes for assistance. The procedure for priority consideration in registration is outlined in this section because student-athletes are among over 4,000 students in special groups that participate in this process. Priority registration consideration is not mentioned in the university catalog since it is not available to all students.

Since student-athletes and international students are blocked in the PeopleSoft registration system from dropping below full-time status, they sometimes follow different procedures for complying with some academic policies.

The UCFAA Policy Manual includes several sections related to student-athlete academics. Of particular note is the policy on student-athlete retention, which specifies that student-athletes who are classified as "on academic probation" (including "placed on probation" and "continued on probation") need special attention from the university.

The Athletic Eligibility and Retention Committee reviews the records of these student-athletes and recommends whether they are eligible for participation in athletic practice and competition.

The UCFAA policy is more stringent than NCAA rulings on the matter, and it indicates that student-athletes must be in "good academic standing" as defined by the university to be eligible for practice and play.

Unlike the general student body, student-athletes attend a required study hall and submit to a Class Attendance Policy that is described in detail in the UCFAA Policy Manual.

Information to be available for review by the peer-review team, if requested:

- A copy of the institution's most recent catalog.
- A copy of the institution's standard or regular, published entrance requirements, including the provisions under which students may be admitted by special exception to the institution's standard or normal entrance requirements.
- Information regularly reported to the chief executive officer, faculty senate or director of athletics concerning the academic performances of sports teams (if any).
- All student-athlete eligibility files (including, when appropriate, final high-school transcripts, high schools' lists of approved core courses, final certification reports, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, and transfer documentation).
- Information from exit interviews of student-athletes.
- Policies and procedures for the department of intercollegiate athletics (if available).
- University catalog/bulletin.
- Athletics department manual.
• Student-athlete handbook.
• Institutional handbook for students.

Evaluation

1. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is the contrast analyzed and explained by appropriate institutional authorities? **Currently Yes**

2. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is this disparity analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities? **Currently Yes**

3. Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher? **Currently Yes**

4. Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally? **Currently Yes**
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Operating Principle

2.2 Academic Support

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

   Not applicable.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.2 (Academic Support). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

   Not applicable.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.2 (Academic Support) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

   a. Prior to the 2001-2002 academic year, Academic Services for Student-Athletes provided services only to scholarship student-athletes. Beginning in August 2001, Academic Services for Student-Athletes began providing services to all student-athletes. During the 2002-2003 academic year, members of the Spirit Team (cheerleaders, dancers, and mascot performers) were added to the Academic Services for Student-Athletes clientele. Academic Services for Student-Athletes began to provide services to the team managers and student trainers in fall 2004. The number of student-athletes receiving services before 2001-2002 was less than 250. The number of students expected to be serviced by Academic Services for Student-Athletes during the 2004-2005 academic year is more than 620. Academic Services for Student-Athletes works to achieve a reasonable advisor-to-student-athlete ratio. Based on the increase in students to be serviced, Academic Services for Student-Athletes’ goal is to add two professional advisors and an additional learning specialist. Furthermore, the expected addition of three women’s teams over the next two to three years will create the need for an additional academic athletic advisor.

   b. Prior to the 2001-2002 academic year initial eligibility evaluations were conducted by the compliance office in conjunction with the FAR. In the fall of 2001, Academic Services for Student-Athletes began evaluating prospects through application of the PAACE Profile system. As of fall 2004, the Director of Athletics, the Director of Academic Services for Student-Athletes, and the Assistant Director of Athletics-Compliance review all prospects’ files for approval of offers for official visits, offers of athletic scholarships, and endorsements of their candidacy for admission to UCF.

   Prior to the 2001-2002 academic year, the admission process for student-athletes was monitored by the Athletics
Compliance Office. In fall 2001, Academic Services for Student-Athletes began coordinating, monitoring, and serving as the UCFAA’s liaison to the Office of Undergraduate Admissions.

Prior to the 2001-2002 academic year, the calculation of continuing eligibility was the responsibility of the Registrar’s Office. In the fall of 2001, Academic Services for Student-Athletes assumed the calculation and reporting of continued academic athletic eligibility for all UCF teams and student-athletes in NCAA-sponsored sports.

c. Although the Director of Academic Services for Student-Athletes, the lead advisor for football, and the NCAS Coordinator attempt to provide CHAMPS/Life Skills programs, that effort is viewed as short of what it should be in relation to the welfare and life skill needs of student-athletes. Therefore, the UCFAA will create a CHAMPS/Life Skills Coordinator position as the necessary resources become available.

d. SABRE is an acronym for “Student Athletes Building Resources through Education.” The UCFAA strives to improve communication. Since the expansion of the SABRE Centre and the SABRE Computer Lab, there is an on-line SABRE Newsletter, “Cutting-Edge Things You Want to Know.”

The SABRE Centre houses the following programs:

Academic Services for Student-Athletes
Learning Academics Now Comes Easy (LANCE—an assessment, tutorial and advising program for student-athletes with learning disabilities)
SABRE Centre Computer Lab
Southeastern Regional Office of the National Consortium for Academics and Sports—provides and coordinates outreach activities
Challenging Athletes’ Minds for Personal Success (CHAMPS)

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 2.2 (Academic Support). Specifically, include for each:
(a) the required action,
(b) the action(s) taken by the institution,
(c) the date(s) of these action(s),
(d) action(s) not taken or completed,
and (e) explanation(s) for partial completion of such required actions.

Not applicable.

5. Identify how the institution is organized to provide academic support and advising services to student-athletes (i.e., reporting lines and identification of who does what).

All the offices within the SABRE Centre report directly to Student Development and Enrollment Services. Although housed in a building operated by the UCFAA, they report directly to the Associate Vice President for Academic Development and Retention.

The UCFAA does provide limited financial support to the SABRE Centre through direct budget contributions and appropriations from the Student-Athlete Opportunity Fund totaling approximately $80,000 annually.

Copies of the SABRE Centre organizational chart and the Student Development and Enrollment Services organizational chart are available in the resource room.

6. Using the following program areas for academic support issues as examples, please describe:

a. The specific academic support services offered to student-athletes (if any);
b. Any policies that govern which students can use these services;
c. The mechanisms by which student-athletes are made aware of these services;
d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and
e. The mechanism for periodic review and approval of these services by academic authorities outside athletics of these services.

If the institution has additional or different academic support services not included in the list of examples, please click "Add Academic Support Area."

1. Academic advising. Course selection, class scheduling, degree program assistance, priority registration.

a. The specific academic support services offered to student-athletes, if any.

First Year Advising and Exploration (FYAE)

FYAE offers academic advising and assistance for at-risk students. The Academic Exploration program component of FYAE serves undeclared freshman with major exploration and major decision-making. FYAE also conducts special workshops (registration for classes, schedule planning, etc.) and monitors academic progress.

The duplicated and unduplicated student-athlete headcounts during the 2001-2002 year were 8 and 10. The following year, duplicated and unduplicated headcounts were 6 and 12. During the 2003-2004 academic year, duplicated headcounts were 5 and unduplicated were 10. FYAE interacted with Academic Services for Student-Athletes staff approximately 15 times per semester during the 2001-2002 academic years, and between 5 to 10 times per semester the following two years.

Office of Transfer Services

The Office of Transfer Services works with academic athletics advisors and coaches to review academic credentials of potential transfer students, evaluate transcripts for transferable credit prior to and after students' arrival on campus, and work with prospective and accepted students to discuss transfer credit, major requirements, and prerequisites.

SARC

SARC collaborates with Academic Services for Student-Athletes through the academic advising function to provide student-athletes with preparatory courses if SAT or ACT scores are below the state minimums (SAT verbal and quantitative scores of 440 in each area and ACT scores of 17 in English, 18 in reading, and 19 in math). During the Academic year of 2001-2002, 32 FTIC student-athletes required preparatory assistance.

The following year, 2002-2003, 19 FTIC student-athletes required preparatory assistance. In academic year 2003-2004, 33 FTIC student-athletes were assisted with preparatory courses.

University Registrar's Office

Academic Services for Student-Athletes collaborates with the University Registrar's Office to provide priority registration for student-athletes, monitor full-time enrollment, facilitate changes of degree plans, and file for graduation.

b. Any policies that govern which students can use these services.

All students at the University of Central Florida may use the academic advising services listed above.

c. The mechanisms by which student-athletes are made aware of these services;
Weekly meetings with academic athletic advisors
UCF Catalog
Web-based Student-Athlete Handbook
Team meetings
Individual messages placed in the students’ athletic lockers
Email
Flyers strategically placed in the SABRE Centre and locker rooms

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

First Year Advising, the Office of Transfer Services, and SARC are all entities within the Academic Development and Retention Division of Student Development and Enrollment Services (SDES). SDES reports directly to the Provost and Vice President for Academic Affairs.

Each entity prepares monthly reports and an annual report that are reviewed by the appropriate academic administrator. Additionally, these services are periodically reviewed as part of the SACS review.

e. The mechanism for approval of these services by academic authorities outside athletics.

The UCFAA submits reports to appropriate academic department directors on a monthly and annual basis.

2. Tutoring. Availability, procedures and criteria for obtaining assistance; assignment, qualifications, training experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

a. The specific academic support services offered to student-athletes, if any.

SARC

The Student Academic Resource Center’s tutoring program is certified by the College Reading and Learning Association organization. Through this certification, peer tutors receive extensive training to deliver quality services to UCF students.

Peer tutors are undergraduate students who are in good standing with the university, have successfully completed the course that they tutor with a grade of A or B, receive faculty recommendations, complete the application and interview process, and participate in 8 hours of training per semester. Peer tutors are compensated at a rate of $6.50 to $8.00 per hour based on level of training and experience. Pupil load varies based on subject area.

Tutoring services were available to student-athletes through SARC and are provided from 8 a.m. until 8 p.m. Monday through Thursday and 8 a.m. to 5 p.m. on Friday. Additionally, SARC is open 24 hours a day during final exam week.

SARC provides free peer tutoring in 15 subject areas. Tutoring services are open to any UCF undergraduate student, including any student-athlete, who requires academic support in the concerned subject areas.

During the 2001-2002 year, the tutoring program at SARC provided the following services that were available to student athletes: interactive study sessions, tutoring, computer usage, and practice CLAST, GRE, GMAT, LSAT, and MCAT computer exams. SARC also monitored and reported academic progress to Academic Services for Student-Athletes on a weekly basis. (Student-athlete usage figures for the 2001-2002 academic year are not available).
Duplicated and individual headcounts of student-athletes who used tutoring services during the 2002-2003 year were 202 and 64 respectively. The following year, duplicated and individual headcounts were 266 and 77 respectively. During these years, no funding was made available to SARC to provide services to student-athletes. Since the 2001-2002 academic year, the tutoring department has interacted with Academic Services for Student-Athletes at least once or twice per week.

Supplemental Instruction (SI)

Since the 2001-2002 academic year, the SI program has aided students enrolled in historically difficult courses to master content while they develop and integrate learning and study strategies. SI is a form of peer group learning.

Although student-athletes were not tracked among the students who attended SI sessions, duplicated and individual headcounts for all students who utilized SI during the 2001-2002 year were 11,992 and 2,476 respectively. The next year, duplicated headcounts increased to 14,869 students, but unduplicated figures were not provided. During the 2003-2004 year, duplicated and unduplicated headcounts were 14,782 and 2419 respectively.

No funding was provided to deliver specific SI services to student-athletes during these years. The SI program at SARC interacted with Academic Services for Student-Athletes at least once or twice per week during the years of 2001-2004.

University Writing Center (UWC)

Starting Fall 2001, Academic Services for Student-Athletes reserved weekly appointments for select student-athletes at the UWC for thirty- or sixty-minute appointments. The students worked one-on-one with peer writing consultants at the cost of $5 per hour during 2001-2002 and $6 per hour starting in the fall of 2002. Writing consultants were undergraduate and graduate students who were selected by GPA, writing sample, faculty recommendations, and interviews. Each consultant also completed year-long training seminars and was paid hourly wages of $7.50 to $12.00.

Student-athletes’ use of the UWC has steadily decreased. During the 2001-2002 year, 91 student-athletes were signed up for the UWC, and they completed a total of 564 consultations. Of these student-athletes, 64 attended more than once, 9 attended once and 18 never attended. The following year, 76 student-athletes were signed up to attend the UWC, and they completed a total of 207 consultations. Of these student-athletes, 38 attended more than once, 10 attended once, and 28 never attended. In fall of 2003, four student-athletes were signed up to attend the UWC and only one student attended once.

The UWC received funding for consultations in 2001-2002—$4,075.00, 2002-2003—$5292.00, and 2003-2004—$253.82. The UWC interacted with Academic Services for Student-Athletes no more than twice a semester.

Math Lab

The Math Lab offers free math tutoring for all UCF students in mathematics courses ranging from college algebra to differential equations.

b. Any policies that govern which students can use these services.

All UCF students may use the tutoring services listed above.

c. The mechanisms by which student-athletes are made aware of these services;

Weekly meetings with academic athletic advisors
UCF Catalog
Web-based Student-Athlete Handbook
Team meetings

Individual messages placed in the students’ athletic lockers

Email

Flyers strategically placed in the SABRE Centre and locker rooms

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

SARC is an entity within the Academic Development and Retention Division of Student Development and Enrollment Services (SDES). SDES reports directly to the Provost and Vice President for Academic Affairs. Supplemental Instruction (SI) is part of SARC. The University Writing Center and the Math Lab are part of the College of Arts and Sciences.

Each entity prepares monthly reports and an annual report that are reviewed by the appropriate academic administrator. Additionally, these services are periodically reviewed as part of the SACS review.

e. The mechanism for approval of these services by academic authorities outside athletics.

The UCFAA submits reports to appropriate academic department directors on a monthly and annual basis.

3. Success skills. Study skills, note and test taking, writing and grammar skills, time management skills.

a. The specific academic support services offered to student-athletes, if any.

SARC

SARC provided approximately 10 to 15 academic success workshops annually during the academic years 2001-2004. Workshops focused on the following topics: learning styles, reading strategies, time management, note taking, test preparation, getting ready for finals, and stress management. CLAST math workshops for all students were also provided. Data concerning student-athletes were not separated.

Over 80 learning skills handouts are made available on SARC’s website (http://sarc.sdes.ucf.edu) and in the SARC lab for UCF students. Learning diagnostic assessments are also available on SARC’s website.

UWC

Writing and grammar resources are available on the UWC’s web site (http://www.uwc.ucf.edu) and in the UWC.

Counseling Center

The Counseling Center provides workshops and seminars on topics such as choosing a college major, stress management, time management, and listening skills. These workshops are available to all University of Central Florida students.

Office of Diversity Initiatives

The Office of Diversity Initiatives provides diversity education and training. Although diversity training is not listed among any of the pertinent service categories, UCF views awareness of diversity issues as critical for success in college and throughout life. Because many of UCF’s students come from relatively homogeneous environments, it is imperative that during their collegiate years they develop the capacity to understand and value human similarities and differences and work together in teams to accomplish
personal, athletic, and professional goals. The inclusion of diversity in UCF's curricular and co-curricular programs highlights the emphasis UCF places on diversity.

Since the 2001-2002 academic year, the Office of Diversity Initiatives has made diversity training available to all student-athletes. The Office of Diversity Initiatives interacts with Academic Services for Student-Athletes two or three times a year to schedule sessions.

During the 2001-2002 academic year, 105 student-athletes (unduplicated headcount) used the diversity training provided by the Office of Diversity Initiatives. For the 2002-2003 academic year, a total of 110 student-athletes participated in this service. A total of 97 student-athletes used this service during the 2003-2004 academic year.

b. Any policies that govern which students can use these services.

All UCF students may use the success skills services listed above.

c. The mechanisms by which student-athletes are made aware of these services;

Weekly meetings with academic athletic advisors
UCF Catalog
Web-based Student-Athlete Handbook
Team meetings
Individual messages placed in the students' athletic lockers
Email
Flyers strategically placed in the SABRE Centre and locker rooms

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

SARC and the Counseling Center are within the Academic Development and Retention Division of Student Development and Enrollment Services (SDES). SDES reports directly to the Provost and Vice President for Academic Affairs. The University Writing Center is part of the College of Arts and Sciences. The Office of Diversity Initiatives reports directly to the university president.

Each entity prepares monthly reports and an annual report that are reviewed by the appropriate academic administrator. Additionally, these services are periodically reviewed as part of the SACS review.

e. The mechanism for approval of these services by academic authorities outside athletics.

The UCFAA submits reports to appropriate academic department directors on a monthly and annual basis.

4. Freshman/transfer orientation. Availability, attendance requirements.

a. The specific academic support services offered to student-athletes, if any.

Office of Orientation Services

UCF requires all entering students to attend an orientation session. A two-day orientation is scheduled for freshman students and a one-day orientation is scheduled for transfer students.

Academic Services for Student-Athletes collaborates with the Office of Orientation Services to coordinate orientation scheduling for student-athletes.

b. Any policies that govern which students can use these services.
All students at the University of Central Florida can use the freshman/transfer orientation services listed above.

c. The mechanisms by which student-athletes are made aware of these services;
   
   UCF Catalog
   Email
   Letters from Orientation Department
   Website

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and
   
   The offices of Orientation Services and Transfer and Transition Services are within the Academic Development and Retention Division of Student Development and Enrollment Services (SDES). SDES reports directly to the Provost and Vice President for Academic Affairs.

   Each entity prepares monthly reports and an annual report that are reviewed by the appropriate academic administrator. Additionally, these services are periodically reviewed as part of the SACS review.

e. The mechanism for approval of these services by academic authorities outside athletics.
   
   The UCFAA submits reports to appropriate academic department directors and the Interim Associate Vice President of Academic Development and Retention on a monthly and annual basis.

5. Academic progress monitoring and reporting. Individual's responsibility, frequency, procedures for periodic grade and attendance checks.

a. The specific academic support services offered to student-athletes, if any.

   The Office of Academic Services for Student-Athletes requires all new student-athletes and continuing student-athletes who are at risk to complete progress reports. The student-athlete is responsible for requesting the required information from each professor and returning the completed reports to the appropriate Academic Services for Student-Athletes advisor.

   Academic Services for Student-Athletes sends reports electronically to professors who wish to validate their student-athletes' academic progress reports.

   Academic progress reports are generated and collected three times during each semester and twice during each of the major summer sessions.

   The deliberate falsification of information or signatures on an academic progress report submitted by a student-athlete results in immediate loss of eligibility.

b. Any policies that govern which students can use these services.

   As of fall 2004, all students who participate in or provide support to UCFAA-sponsored intercollegiate athletic programs are permitted to use SABRE Centre services.

   Scholarship and non-scholarship student-athletes receive all services.

   Spirit team members, team managers, and student trainers receive all services except tutoring.

c. The mechanisms by which student-athletes are made aware of these services;

   Weekly meetings with academic athletic advisors
   Web-based Student-Athlete Handbook
Team meetings

Individual Messages placed in the students’ athletic lockers

Email

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Academic progress monitoring and reporting are conducted continuously (often weekly) and periodically (at least once a semester) by the Director of ASSA and the FAR. An end-of-semester report is prepared by the Director of ASSA and disseminated to the FAR, ACO, Director of Athletics, appropriate academic administrators, the Athletics Committee, and the Board of Directors of UCFAA. These reports are used to ensure that student-athletes are in good standing and making satisfactory progress toward graduation.

e. The mechanism for approval of these services by academic authorities outside athletics.

The UCFAA submits reports to appropriate academic department directors on a monthly and annual basis.

The SABRE Centre monitors only football student-athletes for class attendance on a daily basis. Football provides funding for two graduate students to check class attendance. However, the UCFAA expects all student-athletes to attend class.

Any athletic scholarship student-athlete who does not attend class regularly and who is cited by Academic Services for Student-Athletes or their professor(s) for earning an unsatisfactory grade that causes a course to be inapplicable for degree credit will not receive summer scholarship for an equivalent number of semester hours.


a. The specific academic support services offered to student-athletes, if any.

Academic Services for Student-Athletes

The policy for mandatory attendance is developed and enforced through the UCFAA with assistance from Academic Services for Student-Athletes academic advising and coaching staff.

SARC

SARC served as a place of study for student-athletes during academic years 2001-2004. During 2001-2002, UCF Athletics required student-athletes to complete study hall hours at SARC, but the number of contacts for this year is not available.

Unduplicated headcount for student-athletes for the year 2002-2003 was 272 and the duplicated headcount was 2,699. The following year, the unduplicated headcount for student-athletes was 199 and the duplicated headcount was 4,565. In spring 2004, UCF opened the SABRE Centre study and tutor labs, giving UCF student-athletes their first dedicated areas for these activities.

Student-athletes also used SARC’s computer lab. A total of 40 student-athletes (unduplicated headcount) and 182 (duplicated headcount) used the computers in the lab during academic year 2002-2003. For the academic year 2003-2004, the unduplicated student-athlete headcount was 28 and the duplicated headcount was 49. In spring 2004, the SABRE computer lab was opened just for student-athletes.

b. Any policies that govern which students can use these services.

Prior to 2004, mandatory study hall for student-athletes was restricted to student-athletes only. However, the SARC facilities used for study hall were open to all students.
As of fall 2004, all students who participate in or provide support to UCFAA-sponsored intercollegiate athletic programs are permitted to use SABRE Centre services. Scholarship and non-scholarship student-athletes receive all services. Spirit team members, team managers, and student trainers receive all services except tutoring. All UCF students have access to services provided by SARC.

c. The mechanisms by which student-athletes are made aware of these services;

- Weekly meetings with academic athletic advisors
- UCF Catalog
- Web-based Student-Athlete Handbook
- Team meetings
- Individual Messages placed in the students’ athletic lockers
- Meetings conducted through Instant Messaging
- Email
- Flyers strategically placed in the SABRE Centre and locker rooms

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

- Prior to the creation of the SABRE Centre, Student Development and Enrollment Services conducted the review.
- As with all UCF units that report to the Student Development and Enrollment Services, the SABRE Centre provides monthly reports of frequency of use and accomplishments to the Associate Vice President for Academic Development and Retention.
- The Director of Academic Services for Student-Athletes meets monthly with the Associate Vice President for Academic Development and Retention to review accomplishments, make plans for the future, and address immediate or pending concerns.
- The Director of Academic Services for Student-Athletes prepares and reviews an annual report of the activities and accomplishments of the SABRE Centre and presents them to Student Development and Enrollment Services.

e. The mechanism for approval of these services by academic authorities outside athletics.

- The SABRE Centre generates reports of study hall hours and attendance every week during the fall and spring semesters. These are automated reports generated by the card-swipe system in the SABRE Centre lab. The SABRE Centre generates supplemental reports for football when that team holds study sessions in the team meeting room. The SABRE Centre forwards all study reports to coaches on a weekly basis.


a. The specific academic support services offered to student-athletes, if any.

- Student Disability Services

Student Disability Services provides assistance for special academic needs, including provisions for diagnosis and treatment of learning disabilities. Student Disability Services also provides learning assessments for testing and evaluation. Data for the number of student-athletes using Student Disability
Services is not available for the 2001-2002 year. Duplicated headcounts for the 2002-2003 and 2003-2004 years were 26 and 47 respectively.

Student Disability Services does not receive any funding to provide academic services to student-athletes. During the 2001-2002 academic year, Student Disability Services interacted with Academic Services for Student-Athletes three to four times a year, and the following two years, Student Disability Services interacted with Academic Services for Student-Athletes at least once or twice per week.

b. Any policies that govern which students can use these services.

Student disability services are available to all UCF students.

c. The mechanisms by which student-athletes are made aware of these services;

- UCF Catalog
- Web-based Student-Athlete Handbook

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Student Disability Services is within the Academic Development and Retention Division of Student Development and Enrollment Services (SDES). SDES reports directly to the Provost and Vice President for Academic Affairs.

Student Disability Services prepares monthly reports and an annual report that are reviewed by the appropriate academic administrator. Additionally, these services are periodically reviewed as part of the SACS review.

e. The mechanism for approval of these services by academic authorities outside athletics.

The UCFAA sends its academic support programs reports to appropriate academic department directors on a monthly and annual basis.

8. Learning assessments. Provisions for testing and evaluation (e.g., placement testing).

a. The specific academic support services offered to student-athletes, if any.

University Testing Center

The University Testing Center administered various tests and assessments during the academic years of 2001-2002 to 2003-2004, including the College Level Academic Skills Test (CLAST), special administrations of CLAST for student-athletes, Computer Adapted CLAST (CAT-CLAST), College Placement Test (CPT), CPT administrations for student-athletes, Accuplacer, College Level Examination Program (CLEP), Foreign Language Proficiency Examination (FLPE), and the Grammar Proficiency Examination (GPE).

The University Testing Center did not provide statistics for these years and received no funding to provide academic support services to student-athletes.

The University Testing Center has interacted with Academic Services for Student-Athletes at least once or twice per week since 2001.

Career Services and Experiential Learning

Since the 2001-2003 academic year, Career Services and Experiential Learning provided workshops and individual career counseling to student-athletes.
During the 2002-2003 year, Career Services and Experiential Learning provided specialized career development and facilitation training for staff from Academic Services for Student-Athletes in addition to the workshops and individual career counseling sessions.

Career Services and Experiential Learning provided no figures for the number of student-athletes who used its services, and it received no funding to provide these services specifically to student-athletes.

Since 2001, Career Services and Experiential Learning interacted with Academic Services for Student-Athletes on an as-needed basis approximately once a month.

b. Any policies that govern which students can use these services.

University Testing Center and Career Services and Experiential Learning services are available to all UCF students.

c. The mechanisms by which student-athletes are made aware of these services;

Weekly meetings with academic athletic advisors
UCF Catalog
Web-based Student-Athlete Handbook
Team meetings
Email
Flyers strategically placed in the SABRE Centre and locker rooms

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

The University Testing Center and Career Services and Experiential Learning are within the Academic Development and Retention Division of Student Development and Enrollment Services (SDES). SDES reports directly to the Provost and Vice President for Academic Affairs.

Both entities prepare monthly reports and an annual report that are reviewed by the appropriate academic administrator. Additionally, these services are periodically reviewed as part of the SACS review.

e. The mechanism for approval of these services by academic authorities outside athletics.

The UCFAA submits reports for academic support programs to appropriate academic department directors on a monthly and annual basis.


a. The specific academic support services offered to student-athletes, if any.

The Athletics Eligibility and Retention Committee assigns faculty mentors to all at-risk student-athletes. These faculty members require student-athletes to meet with them on a regular basis. They confer with the appropriate academic athletic advisor and the Director of Academic Support Services for Student-Athletes regarding any concerns or needs of their assigned student-athlete.

b. Any policies that govern which students can use these services.

The faculty mentors are available to at-risk student-athletes through the Athletic Eligibility and Retention Committee.

c. The mechanisms by which student-athletes are made aware of these services;
Weekly meetings with academic athletic advisors
Web-based Student-Athlete Handbook
Team meetings
Individual Messages placed in the students’ athletic lockers
Meetings conducted through Instant Messaging
Email

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

As with all UCF units that report to the Student Development and Enrollment Services, the SABRE Centre provides monthly reports of frequency of use and accomplishments to the Associate Vice President for Academic Development and Retention.

The Director of Academic Services for Student-Athletes meets monthly with the Associate Vice President for Academic Development and Retention to review accomplishments, make plans for the future, and address immediate or pending concerns.

The Director of Academic Services for Student-Athletes prepares and reviews an annual report of the activities and accomplishments of the SABRE Centre and presents them to Student Development and Enrollment Services.

e. The mechanism for approval of these services by academic authorities outside athletics.

The UCFAA submits reports to appropriate academic department directors on a monthly and yearly basis.

10. Assistance for at-risk students. Availability including institution-wide assistance.

a. The specific academic support services offered to student-athletes, if any.

Academic Services for Student-Athletes provides support for at-risk student-athletes.

The Athletics Eligibility and Retention Committee assigns faculty mentors to all at-risk student-athletes. These faculty members require student-athletes to meet with them on a regular basis. They confer with the appropriate academic athletic advisor and the Director of Academic Support Services for Student-Athletes regarding any concerns or needs of their assigned student-athlete.

b. Any policies that govern which students can use these services.

As of fall 2004, all students who participate in or provide support to UCFAA-sponsored intercollegiate athletic programs are permitted to use SABRE Centre services.

Scholarship and non-scholarship student-athletes receive all services.

Spirit team members, team managers, and student trainers receive all services except tutoring.

The faculty mentors are available to at-risk student-athletes through the Athletic Eligibility and Retention Committee.

c. The mechanisms by which student-athletes are made aware of these services;

Weekly meetings with academic athletic advisors
UCF Catalog
Web-based Student-Athlete Handbook
Team meetings
d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

As with all UCF units that report to Student Development and Enrollment Services, the SABRE Centre provides monthly reports of frequency of use and accomplishments to the Associate Vice President for Academic Development and Retention.

The Director of Academic Services for Student-Athletes meets monthly with the Associate Vice President for Academic Development and Retention to review accomplishments, make plans for the future, and address immediate or pending concerns.

The Director of Academic Services for Student-Athletes prepares and reviews an annual report of the activities and accomplishments of the SABRE Centre and presents them to Student Development and Enrollment Services.

e. The mechanism for approval of these services by academic authorities outside athletics.

The UCFAA submits reports to appropriate academic department directors on a monthly and annual basis.

11. Post-eligibility programs. Availability of scholarships, assistantships and academic support.

a. The specific academic support services offered to student-athletes, if any.

The SABRE Centre provides academic support to post-eligible student-athletes as it did while they were eligible.

b. Any policies that govern which students can use these services.

Scholarship and non-scholarship student-athletes receive all services.

Spirit team members, team managers, and student trainers receive all services except tutoring.

c. The mechanisms by which student-athletes are made aware of these services;

Weekly meetings with academic athletic advisors
Web-based Student-Athlete Handbook
Team meetings
Meetings conducted through Instant Messaging
Email

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

As with all UCF units that report to the Student Development and Enrollment Services, the SABRE Centre provides monthly reports of frequency of use and accomplishments to the Associate Vice President for Academic Development and Retention.

The Director of Academic Services for Student-Athletes meets monthly with the Associate Vice President for Academic Development and Retention to review accomplishments, make plans for the future, and address immediate or pending concerns.
The Director of Academic Services for Student-Athletes prepares and reviews an annual report of the activities and accomplishments of the SABRE Centre and presents them to Student Development and Enrollment Services.

e. The mechanism for approval of these services by academic authorities outside athletics.

The UCFAA submits reports to appropriate academic department directors on a monthly and annual basis.

**Evaluation**

1. Does the institution demonstrate that adequate academic support services are available for student-athletes? **Currently Yes**

2. Does the institution demonstrate that student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing? **Currently Yes**

3. Does the institution demonstrate that, when it is determined that student-athletes have special academic needs, these needs are addressed? **Currently Yes**

4. Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics? **Currently Yes**
Operating Principle

2.3 Scheduling

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.3 (Scheduling). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not applicable.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.3 (Scheduling). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

(a) In 1995, the NCAA Committee on Athletics Certification recommended that UCF consider developing an institutional policy related to the scheduling of athletics contests, practices, class attendance, and examinations.

(b)(c) On October 15, 2002, the UCF Provost issued a policy on athletic attendance. A revised memo was issued by the UCF Provost on September 5, 2003, and again on November 1, 2004. The text of the November 1, 2004, memo that was sent to all faculty, college deans, the Vice President for Student Development and Enrollment Services, the Director of Academic Services for Student-Athletes, and the Office of Student Conduct, appears below:

Students are frequently asked to represent the university in authorized events and activities. In some cases, this participation conflicts with the students’ course assignments and requirements.

It is university policy that faculty members shall offer a reasonable opportunity for such students to complete missed classroom assignments, including written or oral examinations, term papers, or other assignments. The same grading scale shall apply to all class members, and no penalty due to absence may be applied to these makeup assignments.

Students participating in authorized activities, intercollegiate athletics, band, choir, cocurricular activities, and academically-related program events shall be listed on a Program Verification Form (attached). Faculty members, staff advisors, or program directors shall provide each student with a copy of this form. It is the student's responsibility to present a copy of this form in advance to the faculty member(s) responsible for the class from which the student will be absent. The Program Verification Form is to be provided prior to the class in which the absence occurs.

A copy of the form listing students participating in authorized events or approved cocurricular activities and signed by the faculty member, staff advisor, or program director, shall be filed with the Office of Student Rights and Responsibilities for verification purposes. If further verification seems advisable, please contact the Office of Student Conduct at 407-823-2851, and for athletic events only, contact the Director of Academic Services for Student-Athletes at 407-823-5895.
The Program Verification Form used to notify professors of authorized university events includes the following information:

TO:  
Instructors of Classes Missed by Students Attending an Authorized University Event

FROM:  
Faculty or Staff Advisor for the Event

SUBJECT:  
Makeup Assignment for University Event and Approved Cocurricular Activity

The student(s) listed below will be participating in an authorized university-sponsored event or cocurricular activity which conflicts with scheduled classes. For further information, please call the Office of Student Conduct at 407-823-2851; for information about intercollegiate athletic events please contact Academic Services for Student-Athletes at 407-823-5895.

(Please type or print)

NAME
PID

If more space is needed for additional names, please check here and use the reverse side of this sheet to list those names and PIDs.

Authorized University Event or Cocurricular Activity:

Description of Event or Activity:

Date(s) of Event or Activity:

Time From: Time To:

Faculty, Staff Advisor, or Program Director of Event or Activity: Name, Department, Phone

Signature of Program Advisor or Director: Date:

c: Office of Student Conduct, Student Resource Center, Room 154

In addition, the Peer-Review team suggested a statement be added to the university catalog regarding the scheduling of athletics contests, practices, class attendance, and examinations. In 2002, a section on attendance, absences, and unsatisfactory work was included in the catalog (page 54), encompassing students who are away from campus for a variety of university-sanctioned events. The statement appears below:

Under university policy, students are not authorized to attend class unless they are on the class roll or have been approved to audit and have paid audit fees. Students are responsible for satisfying the entire range of academic objectives as defined by the course instructor and ensuring that their class work and attendance are satisfactory. Students should understand that attendance policies and procedures vary among instructors and academic units, and they must observe any special attendance regulations stipulated by their college, school, department, program, or instructor. Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.
Students also should be excused for participation in official University-sponsored activities, such as music performances, athletic competition, or debate. Students chosen for such events, including intercollegiate athletics, band, choir, and academically related programs, shall be listed on a "Program Verification" form. Program Directors shall provide each student with a copy of this form. It is the student's responsibility to present a copy of this form to the faculty member(s) responsible for the class from which the student will be absent. This verification is to be provided prior to the class period when possible and no later than the first class following the event. A copy of the form listing students selected to represent the University and signed by the Program Director shall be filed with the Office of Student Rights and Responsibilities (SRC 155). If further verification is needed, contact the Office of Student Rights and Responsibilities (SRC 155; 407-823-2851) or for athletic events only, Academic Services for Student-Athletes, Saber Center 123B; 407-823-3761.

Absences from classes for court-imposed legal obligations (e.g., jury duty and subpoenas) must be excused. The student may offer other sound reasons. When absences threaten a student's satisfactory completion of a course, the instructor may report the absence to the appropriate Dean of the student's college/school and may choose to call upon the college/school office to request additional information and insight into the significance of or reason for the absences.

The text of the Student-Athlete Academics Policy and Student-Athlete Enrichment Programs Policy appears below.

19.1 Overview

The UCFAA is committed to the enrichment of student-athletes through recognition and wellness programs. Academic Services for Student-Athletes is the primary department that facilitates enrichment programs for the UCFAA.

In order to reward performance in athletics, academics, and community service, the UCFAA holds student-athlete recognition events and awards rings to seniors and championship teams.

Academic Services for Student-Athletes also provides the CHAMPS/Life Skills program to enhance student-athletes' success in athletics and in life.

The National Consortium for Academics and Sports helps athletes become role models who make a positive impact on society.

19.2 Student-Athlete Recognition

A primary objective of the UCFAA is the development of the academic and life-skills of its student-athletes. Several programs have been established to reward student-athletes for academic achievement, community service, and leadership.

19.2.1 Events

To emphasize student-athlete recognition, the UCFAA and the National Consortium for Academics and Sports hold two primary events.
During half-time of a designated home basketball game, all student-athletes who achieved a 3.00 or higher GPA during the previous two semesters are recognized.

On the first Monday of April, all student-athletes who participated in intercollegiate athletics during the previous calendar year, earned a 3.0 or higher cumulative GPA, and/or participated in community outreach activities, are recognized at an evening recognition ceremony. During the ceremony, one male and one female student-athlete are recognized as "student-athlete of the year."

During UCF Leadership Week (typically held during the final week of February), student-athletes who participate as representatives or officers on the Student-Athlete Advisory Committee are recognized by the university as student leaders.

19.2.2
Senior Rings

Rings are awarded to student-athletes who graduate and complete their senior exit interview.

19.2.3
Championship Rings

Championship rings are provided for members of sports teams that achieve a conference championship or a national championship. A conference championship is defined as a regular season or conference tournament championship as endorsed by the rules and regulations for the sport's governing organization (for example, the NCAA, the Atlantic Sun Conference, and the Mid-American Conference). The rings are awarded to the roster members of the sport. The Director of Athletics may also approve rings for the coaches, other student-athletes, and staff.

19.3
CHAMPS/Life Skills Program

The NCAA has endorsed the CHAMPS/Life Skills Program since 1994. CHAMPS—Challenging Athletic Minds for Personal Success—and its related life skills components are part of SABRE Centre programming in Academic Services for Student-Athletes.

The SABRE Centre focuses on helping student-athletes achieve emotional success and maturity. At least three times during each fall and spring term, the SABRE Centre provides student-athletes with seminars and speeches. In addition, student-athletes are encouraged to participate in numerous community service activities that enrich their academic and athletic experiences.

19.4
National Consortium for Academics and Sports

UCF has joined with 117 NCAA Division 1-A schools in the National Consortium for Academics and Sports. Additionally, the National Consortium for Academics and Sports' national headquarters and Southeastern Regional Office are located on the UCF campus. The NCAS national headquarters is housed within the College of Business Administration, and the National Consortium for Academics and Sports Southeastern Regional Office shares space in the Academic Services for Student-Athletes offices. By participating in the National Consortium for Academics and Sports, UCF student-athletes have access to life-skills seminars, community outreach activities, and the degree completion program—a network of National Consortium for Academics and Sports-member schools that works to help former UCF student-athletes who didn't graduate attend college in the area in which they now reside.

19.5
Student-Athlete Retention
UCF endorses and supports intercollegiate athletics, and its primary goal is to encourage its student-athletes to complete degree requirements and graduate.

The Athletic Eligibility and Retention Committee ensures that participation in intercollegiate athletics enriches rather than detracts from a student's education and that UCF student-athletes make normal progress towards graduation.

The NCAA requires that student-athletes be "in good academic standing" as defined by the university to be eligible for practice and play.

The university's definition of good standing is that students are in good standing as long as their academic progress does not cause them to be disqualified or excluded from the university.

A UCF student-athlete who is on probation is eligible to practice and play in intercollegiate athletic competition, but UCF does provide special attention to them. The term "on academic probation" includes those students who were "placed on probation" and those who are "continued on probation."

The Athletic Eligibility and Retention Committee and the Office of Academic Services for Student-Athletes review the academic records of student-athletes who are classified as "on academic probation," monitor their progress, mentor them, and advise them on a weekly basis. The Athletics Eligibility and Retention Committee makes timely recommendations to the Athletic Eligibility Panel about each student's participation in athletic practice.

The Athletics Eligibility Panel initially reviews the student-athlete’s record no later than the last day of the first week of each semester. The Athletics Eligibility Panel informs each student-athlete of its decision by the last day of the second week of each semester.

19.5.1

Athletic Eligibility and Retention Committee

The Athletic Eligibility and Retention Committee consists of nine annually-appointed members:

one academic administrator who is chosen by the Provost and chairs the committee

five faculty members from the Colleges of Health and Public Affairs, Arts and Sciences, Engineering and Computer Science, and Education; Business Administration; and the university's Faculty Athletics Representative, chosen by the Provost in consultation with the Faculty Senate (The faculty member from Business Administration is the university's Faculty Athletics Representative).

the Director of Academic Services for Student-Athletes

one athletics coach chosen by the Director of Athletics

one student-athlete chosen by the Vice President for Student Development and Enrollment Services

the Director of Athletics as an invited consultant to the committee

19.5.2

The Review Process

Immediately following the posting of grades, the Director of Athletics and Director of Academic Services for Student-Athletes direct each student-athlete who is on probation to prepare a letter and collect the necessary documents to file an appeal for the opportunity to continue to practice and compete.

The student-athlete begins the review process when he or she composes a letter concerning the lack of academic progress. The letter includes, at a minimum, an explanation for the student-athlete's academic difficulty, a detailed plan of what will be done to overcome the problem(s), the Academic Services for Student-Athletes services that will be used, and other support that will be sought.
The Office of Academic Support for Student-Athletes assists the student-athlete in preparing the following supporting documents for the appeal:

- the student-athlete's most recent transcript
- a current or projected class schedule
- evidence concerning class attendance
- required study session attendance
- regularly scheduled meetings with the student-athlete's faculty mentor and Academic Services for Student-Athletes advisor
- compliance with general university, NCAA, and conference academic regulations

To be considered by the Athletic Eligibility and Retention Committee, the appeal petition must include the signatures of the Director of Athletics, the student-athlete's coach, and the Director of Academic Services for Student-Athletes.

Each student-athlete submits his or her completed appeal petition to the chair of the Athletic Eligibility and Retention Committee prior to the first day of classes of the new semester.

On the first day of classes of the first week of the semester, the Athletic Eligibility and Retention Committee reviews and may declare ineligible for practice and/or competition any student-athletes who failed to meet the appeal deadline.

Upon receipt of the complete appeal petition and during the first week of the semester, the Athletic Eligibility and Retention Committee chair calls a meeting of the committee and provides committee members with copies of each appeal petition.

The student-athlete and the student-athlete's coach must attend the meeting to assist the Athletic Eligibility and Retention Committee in its review of the appeal petition. The student-athlete's advisor from Academic Services for Student-Athletes may also attend as a resource for the committee. The Director of Athletics may declare an immediate loss of eligibility for practice and competition for any student-athlete whose failure to appear before the committee is unexcused.

The committee uses the following criteria for all appeals:

A. An assessment of the student-athlete's potential to make satisfactory progress in his or her academic field of study.

B. The existence of extenuating circumstances that may have caused or contributed to the student-athlete's academic difficulties and the student-athlete's written plan to overcome them.

C. Compliance with specific instructions from the Director of Academic Services for Student-Athletes and/or the Athletic Eligibility and Retention Committee. Those instructions include, but may not be limited to class scheduling, class attendance, required attendance in study hall, regular meetings with the academic advisor, and regular meetings with the faculty mentor.

D. An assessment of the best interest of the student-athlete.

The Committee Decision

By the end of the first week of the semester, the committee (in consultation with the Director of Academic Services for Student-Athletes and the Faculty Athletics Representative) recommends one of the following to the Director of Athletics:

Allow the student-athlete to practice and play.
Remove the student-athlete from practice and/or play.

Withhold a student-athlete from practice and/or play until further review.

Allow the student-athlete to practice and/or play, but stipulate a time for further review to ensure that the student-athlete is making satisfactory academic progress in current classes.

Place conditions on the student-athlete.

Immediately following the meeting during the first week of the semester, the Academic Eligibility and Retention Committee Chair forwards the committee's recommendations to the Director of Athletics, other members of the Athletics Eligibility Panel, and the Athletics Compliance Office. The Athletics Eligibility Panel consists of the Director of Athletics, the Faculty Athletics Representative, and the Director of Academic Support Services for Student-Athletes.

The panel considers the recommendation(s) of the Academic Eligibility and Retention Committee and determines appropriate action.

The Director of Athletics may determine that the student-athlete is in violation of UCFAA and team rules and may withdraw eligibility at any time if the student-athlete does not adhere to the conditions established by the committee.

1. During the review of the student-athlete's academic conditions, the chair of the Academic Eligibility and Retention Committee appoints a faculty member of the committee to mentor the student-athlete. The mentor establishes regularly scheduled meetings with the student-athlete. The faculty mentor, with the approval of the chair, may designate another faculty member from the same college to serve as the student-athlete's regular mentor.

2. Mentoring meetings begin no later than the third week of the semester. During these meetings, the mentor continually reviews and monitors the student-athlete's academic progress. The mentor advises the student-athlete on the pursuit of academic success and makes recommendations to the Academic Eligibility and Retention Committee chair and the student-athlete's Academic Services for Student-Athletes advisor. The Academic Eligibility and Retention Committee accepts a progress report maintained by the mentor that provides an account of the progress of the mentoring sessions.

3. By the end of the third week of the semester, the Director of Athletics, with the assistance of the Director of Academic Services for Student-Athletes, informs the student-athlete, the chair of the Academic Eligibility and Retention Committee, and the appropriate coach of the Athletics Eligibility Panel's decision. Copies of the decision are provided to the student-athlete's file in the UCFAA office, the Office of Academic Services for Student-Athletes, and the faculty mentor.

4. A student-athlete may also request that a copy of the Academic Eligibility Panel's decision be sent to his or her parent or guardian.

5. The student-athlete and the coach also sign a formal contract that indicates that they understand the Director of Athletics' decision and conditions, agree to abide by those conditions, and recognize that failure to abide by those conditions is a violation of UCFAA and team rules and may result in the immediate loss of eligibility.

Copies of the signed contract are provided to the student-athlete, the coach, the chair of the Academic Eligibility and Retention Committee, and, at the request of the student-athlete, to the student-athlete's parent or guardian.

The original contract is filed in the Office of Academic Services for Student-Athletes.

6. The Director of Athletics and the Academic Eligibility Panel's decisions are final, but in unusual circumstances, when the student-athlete feels there has been a breach of due process, or there is new evidence to present to the Academic Eligibility and Retention Committee, the student-athlete may appeal to the Academic Eligibility and Retention Committee or to the Provost.
7. Typically, a student-athlete who is continued on probation at the end of a semester has sufficiently demonstrated the ability to perform and maintain good academic standing according to NCAA Bylaws.

The Academic Eligibility and Retention Committee reviews these student-athletes’ records at the beginning of the new semester and forwards a recommendation to the Academic Eligibility Panel.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.3 (Scheduling) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

UCF continues to monitor its new policy and has found that it is meeting the needs and goals established.

In addition, the UCF Policies and Procedures Review Committee has approved an institutional policy, assuring equitable treatment in tests and assignments for students who miss tests and assignments because of authorized events and activities in comparison to students who do not miss such tests and assignments.

A copy of the policy is available in the resource room.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 2.3 (Scheduling). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

Not applicable.

5. Describe the institution's written policies related to the scheduling of intercollegiate athletics competitions and practices and describe how they minimize interference with class time and examination periods.

Although the written policy does not specifically address minimizing interference with practice times and class time, coaches work directly with academic advisors to ensure that student-athletes' practice times and class schedules do not conflict. Since student-athletes get priority registration times, class schedules are created for each student-athlete that will not conflict with practice times.

Following is the written policy on scheduling intercollegiate athletics competitions as it appears in the Athletics Department Policy Manual:

22.2.5 Scheduling Guidelines

Schedules must be developed according to these guidelines:

Avoid scheduling competitions before noon on Sunday
Avoid scheduling competitions on observed holidays
Avoid scheduling competitions during final Examinations or Commencement
Avoid scheduling conflicts with other UCFAA special events or competitions

Times may be changed for competitions so events can be scheduled to avoid overlap and scheduling conflicts with facilities and/or other UCF Athletics events.

6. Describe the procedures used by the institution to monitor missed class time for student-athletes.

Currently only one team (football) provides financial resources to monitor student athletes’ daily class attendance. Salaries for two graduate assistants are provided from the football budget. The football academic graduate assistants are hired by the Director of Academic Services for Student-Athletes. They report to the Director of Academic Services for Student-Athletes and work directly with the academic athletic advisor for football. They are also provided with office space in the SABRE Centre in the Office of Academic Services for Student-Athletes.

After reviewing all schedules of new freshmen, new transfers, and all other football student-athletes who have a UCF or overall GPA below 2.50, they monitor class attendance on a daily basis. By 3:00 p.m. each day, they provide a daily attendance report to the Director of Academic Services for Student-Athletes, the head football coach, and the academic athletic advisor for football. The head football coach determines and carries out disciplinary measures.

In addition, Academic Progress Reports are given to all freshmen, new transfers, and any other student-athlete, cheerleader, or dance team member who has a GPA of less than 2.50 at UCF or 2.50 overall. Some head coaches extend this policy to all team members while others have established a benchmark of 3.00.

Academic Progress Reports are distributed at the conclusion of the fourth, eighth, and twelfth weeks of the semester. During summer sessions, academic progress reports are distributed at the conclusion of the third week of each of the two primary sessions.

After student-athletes return their academic progress reports to the team's academic athletic advisor at the end of the following week, the academic athletic advisor reviews each academic progress report for attendance and academic achievement, and generates a report for the coaches. In addition, academic athletic advisors check returned academic progress reports for authenticity. Head coaches determine if and what type of disciplinary measures are appropriate.

Academic athletic advisors also monitor class attendance by maintaining a list of class schedules for the above-mentioned groups, and they report absences immediately to the head coach or to a designated assistant coach. The head coach determines if and what type of disciplinary measures are appropriate.

The UCF Provost established a policy that requires student-athletes to take their anticipated competition schedule at the beginning of the semester to each of the professors of classes they will miss because of athletic competition and travel. Each student-athlete takes his or her form, the competition schedule, and a copy of the Provost’s policy to each instructor. Whenever possible, the student-athlete includes potential post-season championships in the list of competitions presented to the professor.

The Director of Academic Services for Student-Athletes also provides the Office of Student Rights and Responsibilities with a list of competition dates for each sport. Student-athletes who have not secured a signature from their professor for anticipated class absences are responsible for and not excused from those missed classes.

Furthermore, the student must make arrangements with the instructor to complete all assignments in a timely and appropriate manner. Academic athletic advisors check returned Athletic Competition Excuse Forms for authenticity.

If the Director of Academic Services for Student-Athletes believes that a student-athlete is chronically absent from classes and no action by a coach is forthcoming or effective, he informs the Director of Athletics and the Faculty Athletics Representative. The Athletic Eligibility Panel, which consists of the Director of Athletics, the Faculty Athletics Representative, and the Director of Academic Services for Student-Athletes, may convene to determine what, if any, further disciplinary action is required. The Academic Eligibility Panel may determine by majority vote that the student-athlete should lose eligibility for a period to be determined on a case-by-case basis.

7. Analyze, explain and address missed class time that has been determined by the institution to be significant or excessive for any sport(s).
UCF has found that class time is not significantly jeopardized by student athletes’ participation in intercollegiate athletic competition.

Prior to signing competition contracts and in order to minimize and maintain control over missed classes, head coaches must circulate their proposed schedules to the following individuals who serve on the UCFAA Senior Management Team:

Assistant Director of Athletics for Facilities and Operations
Assistant Director of Athletics for Business
Assistant Director of Athletics for Media Relations
Assistant Director of Athletics-Compliance
Senior Associate Director of Athletics for External Operations
Senior Woman Administrator
Senior Associate Director of Athletics
Director of Academic Services for Student-Athletes
Director of Athletics

Each individual considers conflicting use of facilities, the cost of the competition, the planning necessary for media and promotions, the adherence to NCAA rules, the personnel that must be hired, the constituent and supportive groups that must be coordinated, and the impact on student-athletes’ academic efforts.

The Director of Athletics presents the schedules to the Athletics Compliance Committee. The Athletics Compliance Committee considers any or all comments from each administrator who has provided input and determines approval or requires amendment of each team schedule.

8. Describe the means by which the institution's policies and procedures regarding the scheduling of athletics competition and practices (e.g., missed class policy) are communicated to student-athletes.

During August of each year, the SABRE Centre conducts Knights’ Herald, an orientation for all freshman and new transfer student-athletes. During this one-day orientation, SABRE Centre staff inform student-athletes of all UCF and UCFAA policies regarding class attendance. They also direct student-athletes to the Web-based Student-Athlete Handbook and class attendance policies and procedures.

Prior to the beginning of each academic year or prior to a team’s initial competition, which ever comes first, the staff of the Athletics Compliance Office, the Director of Academic Services for Student-Athletes, and each team’s academic athletic advisor attend a team compliance meeting. During these meetings, these individuals inform or remind all student-athletes of new and continuing UCF, UCFAA, conference, and NCAA rules, policies, and procedures, including the missed class policy and any potential consequences of failure to meet attendance rules.

Evaluation

1. Does the institution demonstrate that written policies are established in all sports to minimize student-athletes’ conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.12? **Currently Yes**
### FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

**PART I-A: Standardized test Scores, by Gender**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Male Students</th>
<th>Score</th>
<th># of Students</th>
<th>Male Student-Athletes</th>
<th>Score</th>
<th># of Students</th>
<th>Female Students</th>
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<th>Female Student-Athletes</th>
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<td>975</td>
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<tr>
<td>2001-2002</td>
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<td>941</td>
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<td>1097</td>
<td>2920</td>
<td>1019</td>
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Name of person completing this chart: Amy Barnickel
Title: Chief Report Writer
### FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

**PART I-B: Standardized Test Scores, by Racial or Ethnic Group**

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<tr>
<th>Racial or Ethnic Group - All Entering Freshman Students</th>
<th>Am. Ind. / AN</th>
<th>Asian / PI</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>Score # of Students</td>
<td>Score # of Students</td>
<td>Score # of Students</td>
<td>Score # of Students</td>
<td>Score # of Students</td>
<td>Score # of Students</td>
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<td>2003-2004</td>
<td>1093 26</td>
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<td>1017 531</td>
<td>1095 804</td>
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<td>2002-2003</td>
<td>1143 23</td>
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<td>1009 512</td>
<td>1069 635</td>
<td>1141 3801</td>
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<table>
<thead>
<tr>
<th>Average Standardized Test Score</th>
<th>Am. Ind. / AN</th>
<th>Asian / PI</th>
<th>Black</th>
<th>Hispanic</th>
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Name of person completing this chart:  Amy J. Barnickel  
Title:  Chief Report Writer  

Date Printed Apr 18, 2005
## FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

### PART II: GPA and Test Scores, by Sport Group

<table>
<thead>
<tr>
<th>Academic Year</th>
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<th># of Students</th>
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<th>Core GPA</th>
<th># of Students</th>
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</table>

### Average Standardized Test Score

| Academic Year | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students |
|---------------|-------|---------------|-------|---------------|-------|---------------|-------|---------------|-------|---------------|-------|---------------|-------|---------------|-------|---------------|-------|---------------|-------|---------------|
| 2003-2004     | 908   | 17            | 1003   | 9             | 1256  | 3             | 988   | 8             | 882   | 5             | 964   | 7             | 1023  | 3             |
| 2002-2003     | 917   | 13            | 960    | 2             | 1031  | 10            | 1005  | 2             | 1040  | 11            | 976   | 5             | 1042  | 9             | 1097  | 28            |
| 2001-2002     | 897   | 20            | 1002   | 4             | 1050  | 4             | 967   | 9             | 990   | 2             | 974   | 11            | 1037  | 32            |

Name of person completing this chart: Amy J. Barnickel
Title: Chief Report Writer
## SPECIAL-ADMISSIONS INFORMATION

FOR FRESHMAN STUDENTS GENERALLY
AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID, BY YEAR

<table>
<thead>
<tr>
<th>Year</th>
<th>All Freshman Students</th>
<th>All Freshman Student-Athletes on Athletics Aid **</th>
<th>Sport Group (Freshman)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Baseball</td>
</tr>
<tr>
<td>2002-2003</td>
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<td>25%</td>
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</tr>
<tr>
<td>2001-2002</td>
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<tr>
<td>2000-2001</td>
<td>2%</td>
<td>33%</td>
<td>1%</td>
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</tbody>
</table>

Name of person completing this chart: Amy J. Barnickel
Title: Chief Report Writer