

**NCAA Certification Self-Study  
Academic Integrity  
Draft of March 27, 2008**

**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 non-completion of such required actions.

*Response: The NCAA Division I Committee on Athletics Certification did not impose any corrective actions, conditions for certification or strategies for improvement with respect to Operating Principle 2.1 (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) an explanation for any partial or non-completion of such required actions.

*Response: The institution was not required to develop any plans for improvement or recommendations related to Operating Principle 2.1 (Academic Standards).*

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.

*Response: Morehead State University introduced a new Academic-Athletics support unit located within the Academic-Athletic Center in January 2003. In addition, a new 10- page section entitled "Your Academic Success" was*

added to the Student-Athlete Handbook in 2003. The following are examples of the academic success of student-athletes after these strategies were implemented:

- *Students receiving recognition for meeting the requirements for the OVC Commissioner's Honor Roll (minimum GPA of 3.25 and eligibility on the team throughout the competitive season):*
  - *83 MSU student-athletes recognized in 2004-2005*
  - *89 MSU student-athletes recognized in 2005-2006*
  - *99 MSU student-athletes recognized in 2006-2007*
- *Students receiving recognition for the OVC Medal of Honor (annual award for student-athletes who achieve the highest GPA in a conference sponsored sport – 4.0 GPA):*
  - *13 MSU student-athletes recognized in 2004-2005*
  - *16 MSU student-athletes recognized in 2005-2006*
  - *16 MSU student-athletes recognized in 2006-2007*
- *Recipient of the OVC Academic Achievement Banner for each of the past three academic years. This recognition is awarded to the single Ohio Valley Conference institution with the greatest percentage of its student-athletes named to the OVC Commissioner's Honor Roll for that academic year.*
- *Two MSU student-athletes (one male and one female) received the OVC Scholar-Athlete Award in 2006-2007. This award, presented by the OVC each fall, is the highest individual honor that can be earned by OVC student-athletes and is given to three men and three women of junior or senior status who have accomplishments in both the classroom and athletic arena, as well as demonstrated leadership qualities.*
- *Two MSU football players were named to the CoSIDA Academic All-District University Division Football Team in November 2004.*
- *Three MSU football players were named to the 12<sup>th</sup> Annual Academic All-PFL team in February 2005.*
- *Three MSU football players were named to the 13<sup>th</sup> Annual Academic All-PFL team in November 2005*
- *Twenty four MSU football players were named to the Fall 2004 PFL Academic Honor Roll.*
- *Three MSU football players received First Team Academic All-PFL in 2006.*

4. 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.

*Response: The process for admitting student-athletes does not differ from the process for admitting students in general.*

*Students seeking admission are required to submit the following to the Admissions Office:*

- Undergraduate Admission and Scholarship Application*
- High school transcript*
- Official ACT or SAT scores*

*The admission of all undergraduate students to MSU is administered by the authority of Undergraduate Admissions in the Office of Enrollment Services, which reflects and works within the context of the mission statement of the University and within appropriate state and federal guidelines and policies.*

*Staff members involved in admissions processing and decision-making include the Assistant Vice President for Enrollment Services, the Associate Director of Enrollment Services, the Credentials Processing and Communication Coordinator, and credential specialists.*

*Specific admission requirements are detailed on pages 8-12 of the 2007-2008 Morehead State University Undergraduate Catalog.*

*A subcommittee of the University's Strategic Enrollment Management Task Force, composed of faculty and staff representatives, may provide recommendations for changes in admissions criteria. In addition, the University's Academic Standards and Appeals Committee can recommend changes in standards related to admissions. Any such recommended changes must be approved by the Faculty Senate and the Provost.*

*In addition to the conditional admission status described in 2007-2008 Morehead State University Undergraduate Catalog, applicants not meeting unconditional admission requirements may appeal for special consideration. An applicant denied admission is informed of that decision by letter, which includes information regarding appeal rights and the procedure for submitting an appeal. Applicants requesting an appeal are granted a hearing with an ad hoc appeal body comprised of representatives from academic affairs and admissions. This committee makes the decision regarding special admission appeals. As stated in the University catalog, "It is understood that anyone may appeal to the President of the University when due process has been violated or when individual rights are disregarded."*

5. Compare and explain any differences in 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 (Standardized Test Scores, by Gender on Page 19, Standardized Test Scores, by Racial or Ethnic Group on Page 20, and GPA and Test Scores, by Sport Group on Page 21) and the graduation-rates disclosure form methodology to compile these data.

*Response: Admission profiles of student-athletes who received athletics grants-in-aid were compared to the profiles of students in general for the three most recent academic years and the analysis of the data is explained below:*

#### Gender

*Average standardized test scores for freshmen female student-athletes in 2004-2005 and 2005-2006 were higher than that of freshmen female students overall. In 2006-2007, the average test score of freshmen female student-athletes was 81 compared to an average score of 82 for freshmen female students in general.*

*Average standardized test scores for freshmen male student-athletes were the same as that of freshmen male students overall during the 2005-2006 and 2006-2007 academic years and slightly higher for the 2004-2005 academic year. (See Academic Integrity Attachment No. 1, Part I-A.)*

#### Racial/Ethnic

*Average standardized test scores are reported for all entering freshman and for all entering freshman student-athletes on aid. This data is analyzed according to five different racial or ethnic groups. Most of the freshman student-athletes on athletic aid were African-American or Caucasian. For the past three academic years, student-athletes' standardized test scores exceeded the rates of the general population of students across racial or ethnic groups. (See Academic Integrity Attachment No. 1, Part I-B.)*

#### Sport Group

##### Women's Sports

*Average standardized test scores of entering freshmen women student-athletes receiving athletics aid in basketball, track/cross country, and other sports (as categorized in Academic Integrity Attachment No. 1, Part II) were compared to the overall entering freshmen female student scores. The sample size for women's track/cross country was too small to make*

*comparisons to the general population of freshmen female students. The sample size for entering freshmen women's basketball was small, but comparisons are made for academic years 2004-2005 and 2006-2007. In 2004-2005, the freshmen women's basketball players' (n=4) standardized test scores were slightly higher than that for the freshmen female students in general, but were lower (n=4) in 2006-2007. In 2005-2006, only one freshman women's basketball player was admitted, so no comparison is made. In 2004-2005 and 2006-2007, the freshmen women athletes in other sports were higher than that for the freshmen women in general, but slightly lower in 2005-2006. (See Academic Integrity Attachment No. 1, Part II.)*

#### Men's Sports

*Average standardized test scores of entering freshmen men student-athletes receiving athletics aid in basketball, baseball, track/cross country and other sports (as categorized in Academic Integrity Attachment No. 1, Part II) were compared to the overall entering freshmen male student scores. With the exception of men's basketball, all of the scores were higher than that of the general male student body for all three years. The average test scores for the men's basketball category were lower than the average test score for all male students in each of the three most recent academic years. In response, the Athletics Department developed a comprehensive APR (Academic Progress Rate) Improvement Plan for the 2007-2008 year. This detailed plan includes provisions to examine the profiles of potential student-athletes to ensure greater probability of academic success. Football is not a scholarship sport at Morehead State. (See Academic Integrity Attachment No. 1, Part II.)*

#### Average Core-Course GPA

*The average high school core course GPA for the majority of freshmen student-athletes ranged from 2.66 to 3.61, which indicates these students are prepared for academic success at MSU. (See Academic Integrity Attachment No. 1, Part II.)*

6. 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 that may be used when students are not automatically admitted because they do not meet the institution's published entrance requirements.

*Response: Students who do not meet Morehead State University's standard entrance requirements are given the opportunity to appeal once all documentation is received and admission is denied. In an appeal process, a committee reviews any and all additional evidence that would ensure the student will be successful in college.*

*There are three types of admission appeals: General Admission, Provisional, and Criminal. The General Admission Appeal Committee is chaired by the Associate Director of Enrollment Services and two other faculty and staff members. The Provisional Appeal Committee is chaired by the Provisional Studies Coordinator and three other faculty and staff members. The Criminal Appeal Committee is chaired by the Associate Director of Enrollment Services and consists of the Dean of Students, an investigating police officer, and two other faculty and staff members.*

*Students who are admitted through an appeal process have conditions placed upon them and their progress is monitored for 1-2 semesters by the Associate Director of Enrollment Services. Students who do not meet the conditions of their appeal may be dismissed.*

*Students denied admission through the appeal process are given a plan of action and the opportunity to apply for future semesters.*

7. 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 Self-Study Item Number 6 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 (Special-Admissions Information on Page 23 to compile these data.)]

*Response: No freshmen student-athletes receiving athletics aid have been admitted to the University through a special admissions process within the past three academic years.*

*Approximately 9% of all freshman students who matriculated during the three most recent academic years were admitted through the appeals process. (See Academic Integrity Attachment No. 2.)*

8. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial eligibility and transfer eligibility for student-athletes. Provide name(s) [including title(s)] of who has ultimate responsibility in determining student-athletes' initial and transfer eligibility.

*Response:*

***Individuals and titles:***

*Faculty Athletics Representative – Peggy Osborne, Associate Professor of Marketing*  
*Compliance and Eligibility Coordinator – Jim Wells*  
*Registrar - Loretta Lykins*  
*Director of Intercollegiate Athletics - Brian Hutchinson*

*Sequence of Actions*

- 1. The Compliance and Eligibility Coordinator receives information from the NCAA Eligibility Center or from the institution the student-athlete has attended previously. He completes the initial and transfer eligibility forms with data from the NCAA Eligibility Center or official transcripts from previous schools attended. These documents, along with years of competition, are reviewed and the percentage of completion toward degree is calculated.*
- 2. At that time, the Registrar, the Faculty Athletics Representative, and the Director of Intercollegiate Athletics meet to evaluate all of the above documents.*
- 3. At a meeting to check for accuracy and to validate the data, the Registrar reviews the documents as prepared by the compliance and eligibility coordinator. The Faculty Athletics Representative checks all data as entered on the initial eligibility documents (grade point average, total hours completed, total hours attempted, number of years attended, and number of pre-college curriculum courses, if any). The Director of Intercollegiate Athletics checks for years of competition.*
- 4. The Compliance and Eligibility Coordinator and the Registrar work together to flag the University's database for any incoming student-athletes. This is used to track academic performance as well as progress toward the degree.*
- 5. The Director of Intercollegiate Athletics, the Registrar, and the Faculty Athletics Representative have final authority and shared responsibility in certifying academic eligibility.*

*All individuals are present simultaneously to verify the accuracy of the process.*

*The Athletics Department has a compliance policies and procedures manual to assist in organizing and executing its responsibilities in rules compliance and eligibility issues.*

9. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Provide name(s) [including title(s)] of who has ultimate responsibility in

determining student-athlete's continuing eligibility.

*Response:*

***Individuals and titles:***

- *Faculty Athletics Representative – Peggy Osborne, Associate Professor of Marketing*
- *Compliance and Eligibility Coordinator – Jim Wells*
- *Registrar - Loretta Lykins*
- *Director of Intercollegiate Athletics - Brian Hutchinson*

***Sequence of Actions***

- 1. The Compliance and Eligibility Coordinator identifies continuing student-athletes during the spring semester. At the end of the spring semester, the Registrar generates a grade report for each student-athlete (based on the student-athletes that are flagged on the data base). The Compliance and Eligibility Coordinator reviews the grade sheets and notifies coaches of any possible inadequacies toward eligibility. At this time, the students are notified of any inadequacies pertaining to eligibility and provided the means to fulfill eligibility requirements by the following fall semester through enrollment in summer classes.*
- 2. At the end of the summer semester/beginning of the fall semester, the Registrar generates grade reports for the Compliance and Eligibility Coordinator to review. The Compliance and Eligibility Coordinator compiles the data to verify each student-athlete's eligibility requirements.*
- 3. The Registrar generates academic transcripts, check sheets, and grade reports. After the documents have been generated, the Registrar, the Faculty Athletics Representative and the Director of Intercollegiate Athletics meet to evaluate all of the above documents.*
- 4. At the meeting to check for accuracy and to validate the data, the Registrar reviews the documents as prepared by the Compliance and Eligibility Coordinator. The Faculty Athletics Representative checks all data as entered on the initial eligibility documents (grade point average, total hours completed, total hours attempted, number of years attended, and number of pre-college curriculum courses, if any). The Director of Intercollegiate Athletics checks for years of competition.*
- 5. The Compliance and Eligibility Coordinator and the Registrar work together to flag the University's data base for any additional incoming student-athletes.*
- 6. The Director of Intercollegiate Athletics, the Registrar, and the faculty athletics representative have final authority and shared responsibility in certifying academic eligibility.*

*All individuals are present simultaneously to verify the accuracy of the process.*

*The Athletics Department has a compliance policies and procedures manual to assist in organizing and executing its responsibilities in rules compliance and eligibility issues.*

10. Review the six-year 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 the six-year 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 six-year 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.

*Response: The six-year graduation rates for the three most recent academic years for student-athletes who have received athletics grants-in-aid, including student-athletes generally, by particular sport teams, by gender, by ethnicity and by student-athlete subgroups within particular sport teams have been reviewed and compared to the graduation rates of the general student body at the University.*

Overall

*The overall graduation rates for the student-athletes in 2004-2005 and 2005-2006 exceeded the graduation rates for the general population of students. For 2006-2007, the graduation rate of student-athletes was slightly lower (by 2%) than that of the general student population.*

**Six-Year Graduation Rates  
(Sample Size "n" in Parenthesis)**

<i>Academic Year</i>	<i>MSU Overall</i>	<i>MSU Student-Athletes</i>	<i>MSU Student-Athletes Graduation Success Rate*</i>
<i>2004-2005</i>	<i>38% (1016)</i>	<i>48% (29)</i>	<i>70% (142)</i>
<i>2005-2006</i>	<i>42%</i>	<i>51%</i>	<i>67%</i>

	(964)	(45)	(144)
2006-2007	43%	41%	68%
	(1134)	(32)	(142)

*\*The Graduation Success Rate (GSR) adds to the first-time freshmen, those students who entered mid-year, as well as student-athletes who transferred into an institution. In addition, the GSR will subtract students from the entering cohort those who are considered allowable exclusions (those who either die or become permanently disabled, those who leave the school to join the armed forces, foreign services or attend a church mission), as well as those who would have been academically eligible to compete had they returned to our institution. As such, the GSR is generally considered a more appropriate measure of an institution's success graduating student-athletes.*

Females

*The six-year graduation rates of female student-athletes for the three most recent academic years have exceeded both the graduation rates of the total population of students and the total female students.*

**Six-Year Graduation Rates  
(Sample Size "n" in Parenthesis)**

Academic Year	MSU Overall	MSU Females	MSU Female Student-Athletes	MSU Female Student-Athletes GSR
2004-2005	38% (1016)	41% (570)	58% (19)	86% (65)
2005-2006	42% (964)	45% (557)	56% (27)	89% (64)
2006-2007	43% (1134)	45% (682)	60% (15)	94% (64)

Males

*The six-year graduation rates of male student-athletes for periods ending 2004-2005 and 2006-2007 are 30% and 24% respectively and are below the average of both the total population of students, 38% and 43%, and male students in general, 36% and 39%. For the period ending 2005-2006, male student-athletes graduated at 44% and exceeded the average of the general population, 42%, and overall male students, 39%. GSR data shows stronger results.*

**Six-Year Graduation Rates  
(Sample Size "n" in Parenthesis)**

<i>Academic Year</i>	<i>MSU Overall</i>	<i>MSU Males</i>	<i>MSU Male Student-Athletes</i>	<i>MSU Male Student-Athletes GSR</i>
<i>2004-2005</i>	<i>38% (1016)</i>	<i>36% (446)</i>	<i>30% (10)</i>	<i>56% (77)</i>
<i>2005-2006</i>	<i>42% (964)</i>	<i>39% (407)</i>	<i>44% (18)</i>	<i>49% (80)</i>
<i>2006-2007</i>	<i>43% (1134)</i>	<i>39% (452)</i>	<i>24% (17)</i>	<i>47% (78)</i>

*This data shows a relatively low graduation rate for male student-athletes compared to male students in general for the years 2004-2005 and 2006-2007. The small sample size of male student-athletes in those cohort groups complicates interpretation of the results. For example, increasing the number of male student-athlete graduates by one in 2004-2005 would increase the percentage indicator to 40% -- above the average for male students in general for that cohort group. Nonetheless, the Athletics Department developed a comprehensive APR (Academic Progress Rate) Improvement Plan for the 2007-2008 year. This detailed plan includes a number of strategies designed to improve the academic success of MSU's student-athletes.*

*Sport Category and Racial/Ethnicity – Women*

*MSU women's athletic teams have exceeded the overall graduation average of the general population in all categories for the periods ending 2004-2005 and 2006-2007, except for the cross country/track rate in 2006-2007. This rate is based on a very low number of students (n=1-5), making comparisons to the overall averages meaningless for this sport. Further, the GSR for this group of student-athletes was 90%. For the period ending 2005-2006, the graduation rate of women in the basketball program fell below the overall MSU rate. Again, the number (n=1-5) of students in this category is very low. The GSR for this group of student-athletes was 92%.*

***Six-Year Graduation Rates (GSR Data in Parentheses)***

<i>Academic Year</i>	<i>MSU Overall</i>	<i>Women's Basketball</i>	<i>Women's Cross Country/Track</i>	<i>Women's Other Sports</i>
<i>2004-2005</i>	<i>38%</i>	<i>60% (88%)</i>	<i>67% (70%)</i>	<i>55% (90%)</i>
<i>2005-2006</i>	<i>42%</i>	<i>33% (92%)</i>	<i>100% (75%)</i>	<i>47% (92%)</i>
<i>2006-2007</i>	<i>43%</i>	<i>100% (100%)</i>	<i>0% (90%)</i>	<i>55% (93%)</i>

Sport Category and Racial/Ethnicity – Men

MSU men's athletic teams have been below the average of the overall graduation rates. For the period ending 2004-2005, baseball, cross country/track and the men's other category were lower than the full class averages. For the period ending 2005-2006, basketball and cross country/track were lower than the full class average. For the period ending 2006-2007, baseball, basketball and the men's other categories showed six-year graduation rates below the overall MSU graduation rate. GSR data for men's sports, though, generally demonstrates much better graduation success results.

**Six-Year Graduation Rates (GSR Data in Parentheses)**

Academic Year	MSU Overall	Men's Baseball	Men's Basketball	Men's Cross Country/Track	Men's Other Sports
2004-2005	38%	33% (43%)	50% (53%)	0% (50%)	25% (73%)
2005-2006	42%	50% (50%)	33% (58%)	33% (50%)	50% (70%)
2006-2007	43%	17% (65%)	17% (43%)	50% (40%)	33% (67%)

*In summary, the majority of the sub-categories in which the graduation rates for student-athletes were lower than that for all students may be attributed to a small number of student-athletes in any given category. Additionally, the Graduation Success Rate (GSR) data, arguably a more comprehensive graduation rate statistic for student-athletes, has been relatively strong over all categories.*

*Controlling for small sample size, no specific deficiencies were noted in comparing racial/ ethnic areas in any of the team sports for women or men over the most recent three-year period, using the MSU Profile statistical report for years 2004-05, 2005-2006 and 2006-07, as well as the EADA (Equity in Athletics Disclosure Act) reports provided to the NCAA and available on the NCAA Web portal.*

11. 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.

*Response: The University's academic standards and policies include admissions policies, scholastic standing requirements, and graduation requirements.*

### Admissions Policies

*Graduates of accredited high schools are unconditionally admitted if they meet the Pre-College Curriculum requirements established by the Kentucky Council on Postsecondary Education and have a minimum admissions index of 400 and a minimum ACT composite of 14 (or SAT equivalent). Beginning in the fall 2008 term, unconditional admittance requires a minimum admissions index of 450 and a minimum ACT of 18 (or SAT equivalent). The admissions index is the sum of the high school GPA times 100 and the ACT times 10.*

### Scholastic Standing Requirements

*To continue enrollment at MSU, students must maintain certain GPA standing according to the number of credit hours they have attempted. Students are eligible to register if they meet the following minimum cumulative scholastic levels:*

- 1. A 1.6 cumulative GPA if 16 or fewer semester hours have been attempted.*
- 2. A 1.7 cumulative GPA if 17-30 semester hours have been attempted.*
- 3. A 1.8 cumulative GPA if 31-45 semester hours have been attempted.*
- 4. A 1.9 cumulative GPA if 46-60 semester hours have been attempted.*
- 5. A 2.0 cumulative GPA if 61 or more semester hours have been attempted.*

*Students failing to meet these scholastic standing policies are placed on Academic Probation I. Students failing to meet the scholastic standing policies for a second consecutive semester are placed on Academic Probation II. A student on Academic Probation I or Academic Probation II may not enroll for more than 13 semester hours of credit. A student who has been placed on Academic Probation I and Academic Probation II and who does not earn the required cumulative GPA defined above or who does not earn at least a 2.0 GPA in the most recent semester of academic probation will be placed on suspension. Students placed on suspension may not register for classes the following term unless they successfully appeal the decision before a hearing of the Academic Standards and Appeals Committee.*

### Graduation Requirements

*According to the 2007-08 Morehead State University Undergraduate Catalog, to earn an undergraduate degree, students must meet the general University requirements as well as program specific requirements. Minimum requirements for a bachelor's degree include:*

- a. A minimum of 128 semester hours of credit
- b. 43 hours at the level of 300 or above
- c. Minimum GPA of 2.0
- d. 48 hours of general education coursework
- e. Minimum of 32 semester hours completed at MSU with the last 16 hours at MSU
- f. Complete an area of concentration with a minimum of 48 semester hours or a major with at least 30 semester hours along with a minor of at least 21 semester hours

*Student-athletes are held to the same academic standards and policies as the general student body. The only exceptions to these academic standards and policies for student-athletes are the more stringent requirements to maintain athletic eligibility. These requirements include:*

- *Student-athletes must maintain at least 12 semester hours of credit to retain eligibility*
- *Student-athletes must successfully complete a minimum of six semester credit hours for each term enrolled to retain eligibility*
- *Student-athletes must meet the specific academic progress milestones required by NCAA*

*Details regarding sustained eligibility requirements for student-athletes are included in the 2007-2008 Morehead State University Student-Athlete Handbook.*

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

*Response: Procedures to minimize missed class time include the Athletics Department's statement on excused class absences and athletic competition scheduling as detailed in the Athletics Department Staff Manual. All team schedules are reviewed by the Intercollegiate Athletics Committee every year. The committee pays special attention to the number of planned missed class meetings.*

*Absences*

*Student-athletes are provided an excuse from classes only for the following reasons:*

- *Official Athletic Competition*
- *Travel to and from Official Athletic Competition as outlined by NCAA regulations*

*At the beginning of the semester, a schedule is provided to each student-athlete's class instructors by the head coach with information regarding the expected absences due to official athletic competition and travel. The Director of Intercollegiate Athletics receives and files copies of all letters. This must occur during the first week of class. If a student-athlete misses a scheduled class due to athletic-related competitions or travel to such competitions, a class excuse is given to each student-athlete to submit to the instructors. The head coach of the respective sport submits a request to the Director of Intercollegiate Athletics and includes the following information:*

*Date(s) and time(s) classes will be missed  
Reason classes will be missed (ex: football game, tennis match, etc)  
City and state the student will be traveling to (ex: Murfreesboro, TN or for local game, Morehead, KY)*

*Each coach submits this information to the Athletics Department to allow ample time for the student to submit the excuse to his/her instructor PRIOR to missing the scheduled class. Each academic department's policy regarding make-up of any missed work for an excused absence applies to the student-athletes.*

#### *Athletic Competition Scheduling*

*When scheduling athletic competitions between MSU and other colleges and universities, the following rules are followed:*

- 1. Competitions are scheduled on weekends or days near the end of the week in order to reduce the amount of class time student-athletes will miss. The institution is constrained by required compliance with conference scheduling.*
- 2. Game sites that are within a 100-mile radius are treated as a "down-and-back" trip. Special approval must be received from the Director of Intercollegiate Athletics for overnight stays in this situation.*
- 3. Competitions are not scheduled during final exam periods except for special situations that are pre-approved by the Director of Intercollegiate Athletics and the Intercollegiate Athletic Committee. Such exceptions may include conference requirements.*

*With the completion of each sport's tentative schedule, a projection of class days missed due to competition is submitted to the Director of Intercollegiate Athletics and the Intercollegiate Athletics Committee using the Schedule Approval Form.*

*The following procedural steps are followed with respect to setting schedules:*

1. *The athletic team's schedule is submitted to the Director of Intercollegiate Athletics along with a projection of missed class days due to competition and travel to and from competition using the schedule approval form. Competition schedules should be submitted by April 15 for the upcoming year.*
2. *The schedule is reviewed by the sport administrator in order to establish that funds are available for each game and by the compliance director to verify NCAA standards. Any changes in the schedule due to funding are approved by the Director of Intercollegiate Athletics.*
3. *The schedule is approved by the Director of Intercollegiate Athletics and submitted to the Intercollegiate Athletics Committee for approval.*
4. *No competition is allowed at a Non-Division I location unless pre-approval is granted by the Director of Intercollegiate Athletics.*

#### *Monitoring Missed Classes*

*The coaching staff, in conjunction with the Academic Athletic Coordinator, follows a systematic reporting process for missed classes. Twice within each semester (one-fourth and three-fourths through the term), coaches send a progress report with each student-athlete to the students' classroom professors. This progress report asks the professors to comment on overall academic performance as well as the number of absences. The student-athletes return these forms to either the Academic Athletic Coordinator or to the coaches. (Course instructors have the option of returning these forms directly to the Academic-Athletic Coordinator.) If the coaches and/or the Academic-Athletics Coordinator determine a student or group of students have incurred excessive absences, they meet with the student(s) to discuss the problem and to develop a plan to correct it.*

*In addition to this process, some coaching staff members monitor student-athlete attendance by visiting the classroom before the beginning of class to verify attendance.*

13. Analyze, explain and address missed class time that has been determined by the institution to be significant or excessive for any sport(s).

*Response: The institution has not determined that missed class time by student-athletes is either significant or excessive for any sport(s). The Athletics Department monitors missed class time to detect potential problems.*

*The Athletics Department provides no written documentation of excessive missed classes by individual student-athletes or teams. It is important to note that the University has no formal statement regarding the consequences*

*associated with excessive missed classes for the general student population.*

14. 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, Athletics Department staff members and institutional staff members.

*Response: The Athletics Department has developed a comprehensive staff manual that provides detail regarding the process for scheduling athletics competition and practices with the goal of minimizing planned missed classes. There is a statement in the Student-Athlete Handbook regarding the importance of attending class in a section on tips for academic success and it is communicated to students through a number of channels including a pre-season eligibility meeting for student-athletes conducted by the Director of Intercollegiate Athletics, and when the coaches review team rules with the student-athletes.*

## Operating Principle

### 2.2 Academic Support

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 non-completion of such required actions.

*Response: The NCAA Division I Committee on Athletics Certification did not impose any corrective actions, conditions for certification or strategies for improvement with respect to Operating Principle 2.2 (Academic Support)*

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) an explanation for any partial or non-completion of such required actions.

*Response: The institution was not required to develop any plans for improvement or recommendations related to Operating Principle 2.2 (Academic Support) during the first-cycle certification review.*

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.

*Response:*

#### *STUDENT-ATHLETES*

*In spring, 2003, MSU opened the Eagle Athletic Academic Resource Center and hired the Athletic Academic Coordinator.*

*The mission of the Eagle Athletic Academic Resource Center is to provide student-athletes with the support necessary to reach full potential academically, athletically, personally, and professionally at Morehead State University. The academic support program is fully integrated with the*

*University. The program is designed to assist student-athletes with the transition to a University setting and continues throughout the collegiate career, until the student graduates, finds a job, and/or enters graduate school. The facility provides space for the presentation of informational seminars, supplemental instruction, academic tutoring, individual and group studying, academic, career, and personal counseling, interviewing and public relations training and other initiatives designed to help student-athletes meet educational and life goals. MSU's commitment to the center demonstrates the University's expectation of student-athletes to excel academically and shows confidence in the future of its intercollegiate athletics program. Student-athletes have more demands, more strict requirements and more complex schedules than non-athletes. To help meet these demands, each student-athlete is assigned an academic advisor, as are all students generally. The Athletic Academic Coordinator works with the academic advisors regularly. Academic advisors perform a variety of functions including:*

- Provide academic, personal and career advising*
- Assist with class scheduling and major selection*
- Work with faculty and college counselors to track academic and degree progress of each student-athlete*
- Arrange for tutors and mentors*

#### *ALL MSU STUDENTS*

*In 2006 the MSU Enrollment Task Force began work to enhance access to academic advising. The group completed a campus-wide assessment of current academic practices including specialized advising for regional campus students, athletes, provisional students, probationary students, GED students, and distance learning students. The group reviewed MSU practices as well as best practices (CAS, NACADA). The task force completed its recommendations on July 1, 2007.*

*The Academic Advising sub-committee of the Enrollment Task Force submitted the following recommendations:*

- MSU should assign University level responsibility for academic advising to provide coordination, training, and flow of information on policies, procedures, and academic requirements.*
- MSU should maintain the current shared structure of department and program based academic advising with an advising center for students in the following special need categories*
  - a. Developmental, pre-college curriculum and other academic needs.*
  - b. Students experiencing academic difficulties, resulting in probation, or suspension.*

- c. *Undeclared students*
  - d. *Students with other academic and personal needs, which cannot be adequately addressed by faculty advisors. Athletics is an example.*
- *MSU should formalize the advising of students at regional campus and distance learning centers to ensure policies, procedures, and services are equivalent to the main campus, but flexible to address unique issues associated with the populations served.*
  - *MSU should promote and enhance the value of academic advising by establishing policies and practices which evaluate advisors and reward them for excellence through load credit consideration, consideration in tenure evaluations, financial incentives, and/or other rewards.*
  - *MSU should conduct required annual academic advisor training for all new faculty and new staff that will be providing advising services to students.*
  - *MSU should conduct refresher advisor training periodically for colleges, departments, and offices based on assessment identified needs, and changes in policies, procedures, and academic requirements.*

*Four campus-wide academic advising training workshops were delivered during the 2006 calendar year in collaboration with The Center for Teaching and Learning. One hundred and forty (140) faculty and staff attended the workshops. Future academic advising training needs were reviewed, and a time line was developed for advisor Training in the 2006-2007 academic year.*

4. 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).

*Response: Student-athletes are mainstreamed with respect to academic support. Academic support services are provided through MSU Academic and Career Services (ACS). These include academic advising tools, academic information, Learning Lab/tutoring, disabled student services, provisional studies, minority retention services, Success Academy and Career Services. All students at MSU are assigned advisors in their major department, or if undeclared, they are assigned an advisor in ACS. The Athletic Academic Coordinator works with the academic advisor as necessary.*

*Within the Athletics Department, the Athletic Academic Coordinator is responsible for the delivery of academic support and reports to the Assistant Director/Senior Woman Administrator. The Athletic Academic Coordinator's internal responsibilities include:*

- *Operate the Eagle Athletic Academic Success Center by developing and implementing policies.*
- *Oversee the facility and equipment.*
- *Supervise study lab and computer lab.*
- *Monitor student-athlete progress toward a degree, monitor and track MSU and NCAA eligibility requirements and certify class attendance when applicable.*
- *Develop programs to support and highlight the academic accomplishments of student-athletes.*
- *Serve as a liaison with the Office of Academic Support and Retention to coordinate tutors, learning skills labs, etc.*
- *Provide assistance to coaches and the compliance director in all areas of academics.*
- *Conduct freshman orientation sessions to inform new student-athletes of the academic support opportunities available throughout the University, instructing in time management techniques, etc.*
- *Utilize the Office of Academic Support and Retention to develop strategies to assist at-risk student-athletes.*
- *Coordinate the NCAA CHAMPS/Lifeskills program.*
- *Develop and conduct mandatory NCAA educational sessions for attendees of summer athletic camp.*

*Others involved in providing part of these services are graduate assistants and student workers.*

*The Athletic Academic Office consists of one full-time professional staff member, one graduate assistant, four federal student workships and fifth year student-athletes when available. The staff and student workers inform student-athletes of upcoming events, post flyers, maintain databases, and assure study lab is quiet, conducive to studying, and that student-athletes are following established rules. The staff and student workers check-out computers and books to student-athletes.*

*Other academic support services described in the next item are available to all MSU students including student-athletes.*

5. 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;

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

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

*Response:*

***Academic Advising*** *Course selection, class scheduling, degree program assistance, priority registration.*

***The MSU Academic Advising Mission Statement:***

*The mission of academic advising at MSU is to provide an interactive educational process which connects students to the University, and promotes retention and graduation of students by enabling them to define and implement realistic educational plans that are consistent with their personal abilities, goals and career aspirations. Academic Advising must be accurate and timely, employing all available methods of communication and technology to disseminate information on academic requirements and opportunities, and support informed decision-making. High quality academic advising must be available to all students by trained advisors who communicate regularly with students and assist them in making timely academic decisions at all points as they move into, through, and out of the University through graduation.*

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

***ALL MSU STUDENTS***

*The University provides an academic advising program to assist students including student-athletes with information about specific programs and University procedures, with career guidance and counseling, and with general academic support throughout their college experiences. Although a student may not have an assigned advisor when first registering, department chairs and academic advisors are available to assist students as needed. An academic advisor is assigned to each student during the first two weeks of the semester in which enrolled. A student who has already selected a program of study may contact the chair of that department for the name and office location of an advisor. A student who is a General Studies (undeclared), University Studies, or Provisional Studies student may go to the Office of Academic & Career Services for assistance. Students are expected to maintain a close relationship with assigned advisors and are required to meet for the following purposes: to initiate class changes during drop/add periods; to complete a change of program form; and to complete an application for a check sheet. Students are encouraged to obtain an advisor's approval of a schedule before registration. Transfer students are*

*expected to schedule a conference with an advisor at the beginning of the first semester at MSU. Discussions with an advisor may include career decisions, MSU resources, course selection, class scheduling, course additions or withdrawals, degree requirements, and progress towards graduation.*

#### *Additional Advising Services Offered by MSU*

- *Academic and Career Services (ACS) Center: Students who have not yet chosen a major are assigned to advisors within ACS. Advisors work closely with students to select courses that will meet the general education requirements and preliminary major choice requirements. When students are ready to declare a major, they can transfer to a departmental advisor with little or no disruption in educational goals or time schedule.*
- *Students with Disabilities: Advisement for students with physical or learning disabilities is provided through the Office of Academic & Career Services. A student with a physical or learning disability can contact the Disability Services Coordinator. Professional staff assist students with physical or learning disabilities in the acquisition of academic aids such as taped textbooks, note takers, and tutoring. The staff coordinates efforts to address the accessibility needs and class accommodations with instructors of students with physical or learning disabilities. For most services, proper documentation must be on file.*
- *Minority Retention: The Minority Retention Coordinator strives to provide individual academic advising to minority students categorized as undeclared and works in the capacity of secondary advisor for students having declared fields of study. Academic and Career Services further provides personalized study plans, academic workshops designed to foster student educational development, and tutorials for all majors through its Learning Lab.*
- *Honors Advising: for Honors Program students. Track Honors classes and General Education substitutions. Track academic progress in the Honors program and overall GPA.*

#### *PRIORITY REGISTRATION*

*Student-athletes do not currently receive priority registration. Priority registration would enable student-athletes to create class schedules that would meet the requirements of both their academic programs and their athletic team commitments.*

- a. *Any policies that govern which students can use these services.*

*All MSU students are required to meet with a department academic advisor in their major. Undeclared students and students in the Provisional Studies Program are required to meet with an advisor in the Academic and Career*

*Services Center. Once a student has declared a major or completed all developmental coursework, the center encourages the student to begin meeting with their advisor in the declared major.*

*The services of the Eagle Athletic Academic Resource Center are restricted to student-athletes on the active roster or those identified as at-risk if they have been removed from said rosters.*

*Honors Advising is restricted to those students who meet the requirements for the Honors program.*

*b. The mechanisms by which students can use these services.*

### *MSU PUBLICATIONS*

#### *Undergraduate Catalog*

*The Undergraduate Catalog provides information to all MSU students on the academic advising program, advisor assignment, required advisor contacts, and student support services.*

#### *Eagle Student Handbook*

*The MSU Eagle Student Handbook provides information to all students regarding Academic Advising.*

#### *Student-Athlete Handbook*

*Intercollegiate athletics holds a mandatory compliance meeting with all student-athletes at the beginning of the academic year. The two-hour meeting is presented by the Director of Intercollegiate Athletics and covers important issues and information including academic resources and requirements. Student-athletes are informed that the Student-Athlete Handbook is available through the MSUeagles.com Web page. Information is provided in the Handbook, including the Eagle Athletic Academic Resource Center. Students who join a team after the start of the year are notified of the online Student-Athlete Handbook by their coaches.*

#### *MSU Web Site*

*The MSU Academic and Career Services Web page provides online access to Academic Advising Tools including the Academic Advising Deskbook, NACADA and the semester academic calendar. Other academic support services highlighted include disabled student services, Success Academy, provisional studies, career services and minority retention services.*

## *MSU 101*

*All freshmen students and transfer students with less than 24 credit hours, including student-athletes at MSU, are required to enroll in MSU 101, Discovering University Life. Sections of MSU 101 are specifically designed for student-athletes. The Athletic Academic Coordinator currently teaches two of these sections. Not all student-athletes are required to take these special sections of MSU 101. Many student-athletes will opt instead to take a section of MSU 101 designed for their major. A portion of the curriculum in MSU 101 is dedicated to informing freshmen of the academic support services available to them at MSU including advising and tutoring.*

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

*Academic support services for the University described in this section are provided through units in the University's divisions of academic affairs and student affairs. Each division has processes in place for yearly review and evaluation of effectiveness of services provided and attainment of objectives.*

*In 2006, the MSU Enrollment Task Force, Academic Advising sub-committee completed a campus-wide ACT Academic Advising Survey. The sub-committee submitted the academic advising recommendations listed above section 2.3.3.*

*The Intercollegiate Athletics Committee (IAC), with representation of academic authorities outside athletics, has created a subcommittee on academics to complete these reviews at least every three years.*

*e. The mechanism for periodic approval of these services by academic authorities outside of Athletics.*

*The Intercollegiate Athletics Committee (IAC), with representation of academic authorities outside athletics, has created a subcommittee on academics to complete these reviews at least every three years.*

***Tutoring*** – *Availability; procedures and criteria for obtaining assistance; assignment, qualifications, training, experience, etc.; 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.*

## *MSU STUDENT ACADEMIC SERVICES*

### *Academic and Career Services*

*Free face to face tutoring is available in the Tutoring/Learning Lab during the day and evening to help students who may be having difficulty with a particular class. Tutoring Hours are Monday, Tuesday, Wednesday 8 a.m. - 8 p.m. Thursday - 8 a.m. to 6 p.m., Friday – 8 a.m. – 4:30 p.m. Other days and times can be arranged by special request to meet a student's individual scheduling needs. Tutoring meetings can be arranged in the evening or on the weekend in the Camden-Carroll Library. The Tutoring/Learning Lab includes five computer stations and is close to an available classroom as well as the library. Most tutoring is one on one. A small number of supplemental instruction tutors attend classes with their assigned students.*

*Qualifications for tutors/supplemental instructors include: recommendation by two faculty members, 3.0 GPA, and sophomore level or higher. Tutors for specific courses must have taken the classes and have excelled academically (A or B) in those classes. Tutor training is offered twice a year at the beginning of the semester and includes eight hours of training (including group activity), information and video. Most tutors are institutional workshippers and are paid \$6 per hour. Most tutors work 8 - 10 hours per week, but no more than 20 hours per week.*

*All MSU students including student-athletes have access to tutoring services. Student-athletes can be referred to the Tutoring/Learning Lab or other tutoring lab by their academic advisor, their coach, their department chair, the Athletic Academic Coordinator, their teacher, or the minority retention specialist. Or students can walk into the lab and the front desk worker will schedule an appointment with a tutor. When student-athletes use the lab, a time report is completed and sent to the Athletic Academic Coordinator.*

### *Math Tutoring Lab*

*The Department of Mathematics and Computer Science offers a Math Tutoring Lab available to all MSU students. The lab hours are Monday through Friday, 8 a.m. until 8 p.m. When student-athletes use the lab, a time report is completed and sent to the Athletic Academic Coordinator.*

### *Additional Tutoring*

*Various departments on campus offer tutoring services/individual help through the use of "student assistants" who have advanced knowledge of the specific field of study. An example is the Department of Accounting, Economics, and Finance.*

### *STUDENT-ATHLETES*

*The Eagle Athletic Academic Resource Center offers tutoring services to student-athletes. Resources have been allocated by the Athletics Department to support four institutional workshop tutors. Tutoring services are available after student tutors have been identified, hired, and trained. Funding has*

*been allocated for four tutors and there is a current initiative to identify and hire two additional student tutors.*

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

*MSU Student Academic Services*

*The MSU Tutoring/Learning Lab, the Math Tutoring Lab and additional tutoring opportunities are available to all MSU students, including student-athletes.*

- c. The mechanisms by which students can use these services.*

*Services available for all MSU students are listed in the undergraduate catalog and are on the MSU Academic and Career Services Web site. The Student-Athlete Handbook also lists these services. Freshmen and transfer student-athletes are made aware of these services in the MSU 101 courses.*

*Student-athletes can be referred to the Tutoring/Learning Lab or other tutoring lab by their academic advisor, their coach, their department chair, the Athletic Academic Coordinator, their teacher, or the minority retention coordinator. These individuals can schedule tutoring appointments for the student-athletes, or the students can walk into the lab and the front desk worker will schedule an appointment with a tutor.*

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

*Academic support services for the University described in this section are provided through units in the University's divisions of academic affairs and student affairs. Each division has processes in place for yearly review and evaluation of effectiveness of services provided and attainment of objectives.*

*The Intercollegiate Athletics Committee (IAC), with representation of academic authorities outside athletics, has created a subcommittee on academics to complete these reviews at least every three years.*

- e. The mechanism for periodic approval of these services by academic authorities outside of Athletics.*

*The Intercollegiate Athletics Committee (IAC), with representation of academic authorities outside athletics, has created a subcommittee on academics to complete these reviews at least every three years.*

***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).*

*Study skills, note and test taking methods, grammar skills, and time-management skills are all addressed in detail in MSU 101. This course is designed to support new students in making the academic, personal, and social adjustments needed for a successful University experience. This course is a University-required freshman course. Special sections are offered to student-athletes, although student-athletes are not required to take the special section. NOTE: Individual coaches may require student-athletes to enroll in particular sections.*

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

*All new students are required to take the MSU 101 course that addresses success skills, except for students transferring to Morehead State University with 24 or more credit hours earned.*

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

*Student-athletes are made aware of the services offered by Morehead State University's success skills programs via MSU 101. The Academic Outreach and Support unit has a Web site available to all students, outlining all aspects of how MSU 101 is designed to enhance the student's academic experiences.*

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

*In an effort to ensure the quality of the services offered by Morehead State University's Office of Academic Outreach and Support, an internal assessment of services offered is included in the Academic Outreach and Support unit plan, required by the University each calendar year to ensure quality of services and to evaluate the need to add services. Additionally, each section of MSU 101 is evaluated by the course instructor, students, and peer advisor (teaching assistant). The evaluation data is presented to an MSU 101 advisory committee which reviews the course annually and recommends any changes/improvements. This advisory committee is comprised of faculty, staff, and students who teach the course.*

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

*The curriculum addressing student success skills is approved by an MSU 101 advisory committee which reviews the course annually and recommends any changes/improvements. This advisory committee is comprised of faculty, staff, and students.*

*Study lab: Availability, facilities, policy for mandatory attendance.*

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

*The Eagle Athletic Academic Resource Center consists primarily of two rooms dedicated to the academic success of student-athletes. The rooms allow students access to 14 computer station and dedicated study space. In addition, student-athletes have access to five laptop computers. Athletes can check-out computers and take them on road trips in an effort to assist with the completion of their academic responsibilities. Members of the coaching staff and the Athletic Academic Coordinator work collaboratively to identify student-athletes who need additional assistance through attending study table sessions. The Athletics Department employs student tutors to assist athletes. If the tutors cannot provide assistance for athletes, the students are referred to appropriate University resources for assistance. These facilities were renovated in 2008 in an effort to enhance the academic assistance program for athletes.*

*The rooms in the AAC were upgraded with the following renovations and furnishings: removal of surplus cabinets, repainting, installation of new study tables and chairs that will provide adequate space and comfort for individual student-athletes, installation of power strip along walls at work surface height to accommodate student laptop computers, and installation of wall-mounted fans for better air circulation in rooms.*

*Additionally, there are other study space furnishings provided in the hallways immediately adjacent to the study rooms to better accommodate the overflow when there is greater demand.*

*The University's Athletic Facilities Master Plan calls for the replacement of the EAARC with a larger, modern facility by Fall 2010 through the renovation and modification of the existing Wellness Center.*

*All freshman and transfer student-athletes are required to attend study lab a minimum of five hours each week during the semester. Any freshman/transfer student who earns a GPA of 3.0 or above during the first fall semester is no longer required to log hours in the study lab. All upper class student-athletes with less than a 2.5 GPA in the prior semester of study or cumulative GPA are required to attend study lab a minimum of five hours each week during the semester. Required study hours for a student with a GPA greater than 2.5 is at the discretion of the team coach.*

*Other opportunities for student-athletes to log hours outside the study lab are: 1) while on a road trip by completing the appropriate request form with the team's coaching staff; 2) the Academic Services Center in Allie Young Hall which provides a variety of academic advising, guidance, tutoring and support services; 3) the math department offers a math lab with tutors*

available during the week to tutor students in math; and 4) various departments on campus offer tutoring services/individual help through the use of "student assistants" who have an advanced knowledge of the field of study for which they are providing assistance. One example is the Department of Accounting, Economics, and Finance. The Academic Athletic Coordinator has established a relationship with the Camden Carroll Library whereby student-athletes can make up lab hours during the evening or on weekends. Personnel in the library communicate with the coordinator and report these hours.

The Athletics Department is seeking NCAA grant funding to employ retired MSU faculty members as tutors for the Eagle Athletic Academic Resource Center. These individuals will be expected to work non-regular hours to accommodate student-athletes (i.e. early morning/late at night).

Additionally, the Athletics Department has committed funding to enable the Academic Athletic Coordinator to participate in additional training in academic success.

All coaches expect the student-athletes to meet the minimum study lab attendance requirements previously described. Some coaches choose to set standards at a higher level.

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

All freshman and transfer students are required to attend study lab a minimum of five hours each week during the semester. Any freshman/transfer student that earns a GPA of 3.0 or above during the first fall semester, is not required to log hours in the study lab. They are encouraged to continue to use the study lab at their leisure. All other students (sophomores, junior, senior, graduate) with less than a 2.5 GPA in the prior semester of study or 2.5 cumulative GPA are required to attend study lab a minimum of five hours each week during the semester. Required study hours for a student with a GPA greater than 2.5 is at the discretion of the team coach.

*c. The mechanisms by which students can use these services.*

To make student-athletes aware of the academic support services, each coach holds a team meeting during the fall semester and communicates with the team the study lab policies and procedures. Academic Support Services personnel distribute the rules and policies of the study lab to each head coach during the fall semester. It is the duty of the head coach to share this information with the team.

The Student-Athlete Handbook includes the study lab information required for each athlete. This handbook is located on the athletics Web site

*(www.msueagles.com). Flyers are posted in the study labs with information concerning available tutor services.*

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

*The Intercollegiate Athletics Committee (IAC), with representation of academic authorities outside athletics, has created a subcommittee on academics to complete these reviews at least every three years.*

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

*The Intercollegiate Athletics Committee (IAC), with representation of academic authorities outside athletics, has created a subcommittee on academics to complete these reviews at least every three years.*

Freshman/Transfer Orientation: Availability, attendance requirements.

- b. *The specific academic support services offered to student-athletes if any.*

*New freshman or transfer students enrolling for fall semester are required to participate in SOAR (Summer Orientation, Advising & Registration). The day's activity provides an overview of the education opportunities and facilities of the University. Students will also be able to meet with academic advisors and register for classes for the fall semester.*

*All student-athletes are required to attend an annual mandatory orientation led by the Director of Intercollegiate Athletics and sports medicine staff. During this orientation, coaches and players review NCAA rules and regulations as well as Athletics Department rules and regulations and sign appropriate paperwork necessary as a Division I athlete.*

- c. *Any policies that govern which students can use these services.*

*The SOAR program is a required orientation and registration program for all freshman/transfers during the late spring and summer of each year. The intercollegiate athletics orientation is mandatory for all student-athletes unless excused by the Director of Intercollegiate Athletics. For excused absences, an alternative form of orientation is provided through a personal meeting with a member of the athletics staff.*

- d. *The mechanisms by which students can use these services.*

*The Morehead State University Undergraduate Catalog and Web site inform all students of the services available for first year and transfer students.*

*Students are notified of specific dates and times of these activities upon their acceptance to MSU by the Office of Enrollment Services/First Year Programs.*

*The coaching staff informs the student-athletes of the requirement to attend the Intercollegiate Athletics Orientation.*

- e. The mechanism for review of these services by academic authorities outside athletics at least once every three years.*

*The Intercollegiate Athletics Committee and administrative staff review the orientation materials and the Student-Athlete Handbook when changes are implemented.*

- f. The mechanism for periodic approval of these services by academic authorities outside athletics.*

*The Intercollegiate Athletics Committee and administrative staff review and approve the orientation materials and the Student-Athlete Handbook each year.*

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

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

*At the beginning of each academic semester, a letter is given to each faculty member who has one or more student-athletes on the class roster. The letter identifies the student-athletes who are currently on the roster and the dates of competition(s) that may conflict with class hours. This letter is signed by the head coach who encourages faculty and staff to contact the coach with any problems regarding missed class, student participation, or students' grades. Twice within each semester (one-fourth and three-fourths through the term), the coaches request an update of academic progress on each of their student-athletes.*

*These are reported through the use of an Academic Progress Forms given to each professor by the student-athlete. The MSU student-athlete academic progress reports include: 1) estimated grade to date, 2) performance review, 3) required work/homework status, 4) attitude/conduct, 5) total absences, 6) extra room available for added comments. This report includes a statement from the Athletics Department in an effort to maintain a good relationship with faculty and staff on behalf of the student-athlete. These grades are due back to either the coach or the Athletic Academic Coordinator. Midterm grades are also utilized by the appropriate personnel in the Athletics Department and the coaching staff for each individual sport to monitor academic progress.*

*In addition to the progress reports, several teams conduct other requests and monitoring of grades. The format and schedule differs by team.*

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

*The MSU Athlete Academic Progress Report is designed to monitor the student-athlete who is active on the roster and/or has an affiliation to the team (students who have been red-shirted for example).*

*Grades are available to all students on their Web accounts no later than Wednesday following the end of the term.*

- c. The mechanisms by which students can use these services.*

*Each student-athlete is made aware of the academic support services at the fall team meetings. Each student's grades are available through their Web accounts. The coach or the Athletic-Academic Coordinator may discuss grades with the student-athlete as deemed appropriate to promote academic success.*

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

*The Intercollegiate Athletics Committee (IAC), with representation of academic authorities outside athletics, has created a subcommittee on academics to complete these reviews at least every three years.*

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

*The Intercollegiate Athletics Committee (IAC), with representation of academic authorities outside athletics, has created a subcommittee on academics to complete these reviews at least every three years*

**ASSISTANCE FOR SPECIAL ACADEMIC NEEDS-Provisions for diagnosis and treatment of learning disabilities.**

- a. The specific academic support services offered to student-athletes (if any).*

*The Morehead State University Disability Services office provides a number of services to all students who require them. Learning Disabilities (LD) and ADHD/ADD meet ADA criteria because they amount to a substantial functional limitation in a major life activity (acquiring a formal education). As in the case of other disabilities with ADA access protections, students with LD or ADHD must be otherwise qualified to enter a particular program of study,*

*and academic adjustments must not fundamentally compromise an essential element of a required course.*

*According to the Diagnostic Statistical Manual of Mental Disorders (DSM), LD is not one, but one or more of three diagnosable types of disorders (Reading Disability, Disorder of Written Expression, Mathematics Disorder). Typically diagnosis is first made by a school psychologist and results in an IEP (Individualized Education Program) which may accompany the student until high school graduation. IEPs are not acceptable as the sole documentation in college, so if the last testing update was not recent, or if a formal diagnosis was never made, the student may be required to seek new documentation at his or her own expense.*

*ADHD/ADD is also frequently first noted by the school system, although not always. It can be diagnosed by a psychologist, psychiatrist, or other physician.*

*Accommodations for both LD and ADHD/ADD are always based on supporting documentation combined with a specific student's expressed needs, so one set does not fit all. The following are some accommodations relevant to these disorders:*

- Extended testing time (may be a 50% or 100% increase based on severity)*
- Reduced distraction testing location (with or without extended time)*
- Electronic versions of required textbooks (obtained by Disabilities Service Office)*
- Tests administered orally*
- Tests administered on a computer using screen reader software*
- A scribe to record test responses*
- Permission to use spelling or grammar checking software prior to being graded on in-class writing assignments*
- Reserved seating in classroom*
- Peer note-taker in the classroom, or copy of instructor's lecture notes*

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

*Any student admitted to MSU can utilize the services offered by Disability Services. Students wishing to receive accommodations must first provide written documentation of the existing learning issue.*

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

*Student-athletes are made aware of the services offered by Morehead State University's Disability Services Office in a variety of ways. MSU 101, a course required for all incoming freshmen and transfer students with less than 24 credits, addresses the services offered. Also, the Academic and Career*

*Services unit has a Web site available to all students, outlining the types of services offered and the methods in which to access these services. All faculty members are required to provide information about these services in each course syllabus.*

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

*In an effort to ensure the quality of the services offered by Morehead State University's Disability Services, an internal assessment of services is included in the Academic and Career Services unit plan, required by the University each calendar. Additionally, the services offered must align with the American Disabilities Act. Morehead State University has an American Disabilities Act Officer to ensure compliance.*

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

*The Disability Services Coordinator in the Office of Academic and Career Services approves all services offered in cooperation with the Affirmative Action Officer.*

LEARNING ASSESSMENTS—Provisions for testing and evaluation (e.g., placement testing).

- a. *The specific academic support services offered to student-athletes (if any).*

*Morehead State University participates in numerous national testing programs for college admission, course placement, program admission, teacher certification, and academic program evaluation. The national exams used to issue college level credit to students are the Advanced Placement Program (AP) and College-Level-Examination Program (CLEP) sponsored by the College Board. In addition, academic departments have developed departmental examinations in the areas of music, nursing, industrial technology, chemistry, health, accounting, finance, Spanish, German, Russian, math and computer information systems that allow students to earn academic credit.*

*The American College Test (ACT) is used for admission to MSU and for course placement purposes. The Residual ACT is administered biweekly and on demand for those who qualify for accommodated testing through the American's with Disabilities Act. The national ACT is administered by MSU on nationally scheduled dates. The institution also participates in the ACT Predictive Report and the ACT Freshmen Class Profile. These reports provide comprehensive data to identify at-risk students. Group data available through the Prediction Service Report and the Freshman Class Profile Service*

*is used to predict trends that can lead to academic failure and students retention issues. These reports are used by MSU to develop services to assist students who have high risk characteristics.*

*The Collegiate Learning Assessment (CLA) was developed by the Council for Aid to Education and is administered to students enrolled in freshmen orientation courses (MSU 101) and in senior capstone courses. The Collegiate Learning Assessment assesses critical thinking, analytic reasoning, problem solving and written communication skills and measures the “valued added” institutional contributions to the learning gains made by students.*

*Other national exams offered include the Praxis I, II, and Pre Professional Skills Test (PPST), Major Field Test (MFT) through the Education Testing Service, the Millers Analogies Test (MAT) through PsychCorp, Law School Admissions Test (LSAT) through the Law School Admissions Council, and as well as the General Education Diploma(GED) through the American Council on Education.*

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

*Any student admitted to MSU can utilize the services offered by the Testing Center. Fees are generally associated with testing services not included in tuition fees. For instance, students having competency in a subject may choose to take a College Level Exam Placement (CLEP) test in order to avoid taking a particular course. If successful, the student receives credit for taking the course (grade of K). Students can utilize CLEP exams to earn a maximum of 32 hours toward a bachelor’s degree.*

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

*Student-athletes are made aware of the services offered by Morehead State University’s Testing Center in a variety of ways. MSU 101, a course required for all incoming freshmen and transfer students with less than 24 hours, addresses the services offered. Special sections of MSU 101 designated only for student-athletes would provide information regarding these services in the same manner as regular MSU 101 classes. The Testing Center has a Web site available to all students outlining the types of services offered.*

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

*In an effort to ensure the quality of the services offered by the Morehead State University Testing Center, external sponsoring companies (College Board, American Collegiate Testing (ACT), and Educational Testing Services (ETS) require the Testing Center to submit data and reporting annually. Also, the Testing Center engages in an internal assessment required by the*

*University each calendar year to ensure quality of services and to evaluate the need to add services.*

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

*Each year, all exam offerings are reviewed by University administration (Associate Provost and Provost), and are recommended for approval by the MSU Board of Regents.*

Mentoring—Availability of mentors, identification and assignment methods, frequency of interaction.

- a. The specific academic support services offered to student-athletes (if any).*

*According to the MSU Student-Athlete Handbook (p. 20), academic mentors can be assigned to provide individualized and/or small-group academic support and assistance for student-athletes. These mentors are volunteer students who are recruited upon request of the coach or the student. Their services include: (1) working with the student-athletes on a regular basis to provide guidance in their course works, (2) help students develop good study skills and habits, (3) foster an understanding of the principles of learning and motivation, and (4) facilitate the application of these principles to the student-athletes' course works.*

*The Athletics Department provides internship opportunities for students who are interested in working in the field of athletic administration. Students who apply for these internship opportunities are directly mentored by the Assistant Director of Intercollegiate Athletics/Senior Woman Administrator on a daily basis primarily engaged in event and facility management and marketing and promotion.*

*There are several other mentoring services that are available to serve the general student body on campus. Student-athletes can also take advantage of the following mentoring programs to enhance their academic support. These mentoring services are offered in a walk-in basis.*

*The Academic Services Center offers special academic services that are designed to assist students in successfully completing their academic pursuits.*

*Morehead State University's Office of Academic and Career Services is available to mentor students in preparation for the world of work. Services include: individual counseling, career workshops, career classes, cooperative education and internships, career fairs, etc. Counselors will assist students in*

*making realistic career decisions consistent with their abilities, needs, values, interests and goals through a two-hour career planning course.*

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

*Mentoring programs are sponsored by the University's Academic Services Center and Office of Academic and Career Services. In addition, some student organizations provide mentoring services to students. Mentoring programs are available to any student but are not addressed in written policies.*

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

*In general, information for these mentoring services can be obtained in the current Eagle Student Handbook and Student-Athlete Handbook.*

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

*The Intercollegiate Athletics Committee (IAC), with representation of academic authorities outside athletics, has created a subcommittee on academics to complete these reviews at least every three years.*

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

*The Intercollegiate Athletics Committee (IAC), with representation of academic authorities outside athletics, has created a subcommittee on academics to approve these services at least every three years.*

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

- a. The specific academic support services offered to student-athletes (if any).*

*There currently is no separate academic support program to serve at-risk student-athletes. However, several services are available to all MSU students with learning deficiencies.*

*The Disability Services Office (DS) of Morehead State University is committed to helping students with disabilities succeed at MSU. Professional staff will assist students with learning disabilities through the acquisition of academic aids such as taped textbooks, notetakers, and tutoring. The staff of DS will coordinate efforts to address any accessibility needs and class*

*accommodations for students with learning disabilities with the instructors. Athletes with identified learning disabilities may seek these services at any point.*

*The Office of Academic and Career Services also offers a special course to help at-risk students. A one credit hour course in study skills is available to help students acquire skills in time management, notetaking, test taking, outlining, improving memory, and listening skills. In addition to the credit class, specialized non-credit seminars in study skills are offered to students.*

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

*Specific programs for at-risk students are generally sponsored by the Disability Services Office and Office of Academic and Career Services. At-risk students, who are also minority students, may seek academic support from the minority retention coordinator.*

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

*Information pertained to the services for at-risk students are in the current Eagle Student Handbook and Student-Athlete Handbook.*

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

*Each year, the services offered by the Disability Services Office are evaluated by the Associate Provost of Academic Affairs. The visiting committee of Southern Association of Colleges and Schools will review the institution's documentations on a periodic basis.*

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

*The Intercollegiate Athletics Committee (IAC), with representation of academic authorities outside athletics, has created a subcommittee on academics to complete these reviews at least every three years.*

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

- a. The specific academic support services offered to student-athletes (if any).*

*Student-athletes receiving athletic grant-in-aid and who have completed their athletic eligibility may still be eligible to receive financial aid beyond the*

*final athletic award period. To be eligible to receive this award, the student-athletes must: (1) have completed a minimum 96 hours of degree credit and beginning a fifth year of academic study, (2) be within 32 credit hours of graduation as verified by the academic advisor, (3) have earned a cumulative grade point average of 2.0 or better each semester, and (4) have a recommendation from the head coach.*

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

*In general, the athletic coach provides recommendations for eligibility-completed athletes to receive a scholarship.*

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

*The information for post-eligibility financial programs can be found in the MSU Student-Athlete Handbook and 2007-2008 Morehead State University Scholarship Guide which is available online.*

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

*The Intercollegiate Athletics Committee (IAC), with representation of academic authorities outside athletics, has created a subcommittee on academics to complete these reviews at least every three years. The University internal auditor conducts annual audits of the use of funds through the Student-Athlete Opportunity Fund.*

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

*The Intercollegiate Athletics Committee (IAC), with representation of academic authorities outside athletics, has created a subcommittee on academics to approve these services at least every three years.*

6. Please submit a copy of the report from the academic support services review to your NCAA staff liaison with the submission of your self-study report. [Please use the file upload link contained within this question on the athletics certification system (ACS) database to submit a copy of your most recent academic support services review.]

*Results of reviews of all 13 specific support services are being compiled and examined by a senior-level academic administrator.*

7. Describe relevant corrective actions planned or implemented from the academic support services review.

*The administrator's findings will be presented to the IAC for review by its subcommittee on academics. Corrective actions, if necessary, will be subsequently planned and implemented.*

## Evaluation and Plan for Improvement

### 2.1 Academic Standards

Currently Yes    Currently No

- |   |          |
|---|----------|
| 1. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees?  | <b>X</b> |
| 2. Does the institution demonstrate that 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 student body groups, the contrast is analyzed and explained by appropriate institutional authorities? | <b>X</b> |
| 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 NCAA standards, whichever are higher?   | <b>X</b> |
| 4. Does the institution demonstrate that the responsibility for admission, certification of academic standards and evaluation of academic performance of student-athletes   |          |

is vested in the same agencies that have authority in these matters for students generally? **X**

5. Does the institution demonstrate that written policies related to scheduling 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 3.2.4.13? **X**

Yes

No

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.1 (Academic Standards)? **X**

## 2.2 Academic Support

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

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

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

4. Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the Department of Intercollegiate Athletics? **X**

5. Does the institution demonstrate that there is a commitment to the fair treatment of student-athletes, particularly in their academic role as students? **X**

**Yes**

**No**

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.2 (Academic Support)?

**X**