A G E N D A

National Collegiate Athletic Association

Division I Committee on Academic Performance

Indianapolis Marriott Downtown
Indianapolis, Indiana

February 20, 2012

Pre-Meeting Teleconference. (Wednesday, February 15 at 3 p.m. Eastern time)
Dial-In Information: 866-590-5055, Passcode: 2082597

1. Welcome and announcements. [Supplement No. 1]

2. Review the January teleconference report of the NCAA Division I Committee on Academic Performance. [Supplement No. 2] (Diane Dickman)

3. Update on January NCAA Division I Board of Directors meeting. [Supplement No. 3] (Walter Harrison)

   - Update on men's basketball summer recruiting model.

4. Report on the work of the Resource Allocation Presidential Retreat Working Group. [Supplement No. 4 – refer to Supplement No. 3] (Jenn Strawley)

   - Referral regarding incentives for full scholarship allotment.

5. Report of the NCAA Working Group on Collegiate Model: Rules.

   - NCAA Division I Bylaws 14 and 23. [Supplement No. 5] (Bill Regan)

6. Report of the NCAA Working Group on Collegiate Model: Enforcement. [Supplement No. 6] (Strawley)

   - Consideration of issues of academic integrity and academic fraud.

7. Review the February report of the NCAA Division I Academic Cabinet. [Supplement No. 7] (Strawley)

8. Consideration of waivers and current policy for student-athletes transferring due to team's ineligibility for postseason based on NCAA Division I Academic Performance Program (APP) penalties. [Supplement No. 8] (Katy Yurk)

9. Review two-four transfer data collection. [Supplement No. 9] (Binh Nguyen)

Anticipated Action Items:

- **Recommendation regarding the making two-four transfer data collection permanent as well as amending data collections elements where appropriate.**

10. Review Occasion-Two and -Three Historical Penalties taken in 2010-11. [Supplement No. 10] (Yurk)

11. Summary of staff decisions on all waivers received to date. [Supplement No. 11] (Yurk)

12. Preparation for hearing. [Supplement No. 12] (Dickman)

In-Person Meeting.

13. Welcome and announcements. [Supplement No. 13]

    a. Prep for hearing – follow-up from call.

    b. Teleconference follow-up, if necessary.

14. Hearing No. 1. [Supplement No. 14]

15. Update from the Historically Black Colleges and Universities Limited-Resource Advisory Group. [Supplement Nos. 15 and 16] (Strawley/Franklin)

Anticipated Action Items:

- **Consider recommendation to amend transition, filters for limited-resource schools.**

16. Review and take action on the report from the NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting. [Supplement No. 17] (David Jamison and Nguyen)

Anticipated Action Items:

- **Recommendation regarding the selection of institutions for data reviews.**
- **Recommendation regarding the impact of APP data review outcomes on penalties.**

17. Discuss data and penalty timing. [Supplement No. 18] (Strawley)

Potential Anticipated Action Items:

- **Action item if committee was to change current policy.**

18. Review of updated Committee on Academic Performance policies and procedures. [Supplement No. 19] (Dickman)

19. Update on newly appointed committee members. (Strawley)

20. Review future meeting schedule.

    a. April 23-25, 2012; Indianapolis.

    - April 22 - Travel anytime.
    - April 23 - Full committee meets from 8 a.m. to 5 p.m. (Hearings included.)
    - April 24 - Full committee meets from 8 a.m. to 5 p.m. (Hearings included.)

- April 25 - Full committee meets from 8 a.m. to noon. (Hearings included.) Return travel after 2 p.m.

b. July 11-13, 2012; Indianapolis.

- July 11 - Travel anytime.
- July 12 - Full committee meets from 8 a.m. to 5 p.m. (Dinner at 6 p.m.)
- July 13 - Full committee meets from 8 a.m. to noon. Return travel after 2 p.m.

c. October 1-3, 2012; Indianapolis.

- October 1 - Travel anytime.
- October 2 - Full committee meets from 8 a.m. to 5 p.m.
- October 3 - Full committee meets from 8 a.m. to noon. Return travel after 2 p.m.

21. Other business.

22. Adjournment.

NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE

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SUPPLEMENT NO. 1

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REPORT OF THE
NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE
JANUARY 12, 2012, TELECONFERENCE

***ACTION ITEMS*.**

1. Legislative Items.

- **NCAA Division I Proposal No. 2011-65 Eligibility -- Two-Year College Transfers -- Year Of Academic Readiness At Two-Year College.**

  (1) Recommendation. The NCAA Division I Committee on Academic Performance recommends the NCAA Division I Board of Directors reinstate NCAA Division I Proposal No. 2011-65 to the 2011-12 legislative cycle and table it.

  (2) Effective Date. Immediate.

  (3) Rationale. Reinstating and tabling this proposal will provide the Committee on Academic Performance and the NCAA Division I Academic Cabinet additional time to solicit feedback from the membership and two-year college community and make any resulting modifications to the proposal. Tabling the proposal will allow further vetting of the proposal over the next year.

  (4) Estimated Budget Impact. None.

  (5) Student-Athlete Impact. None.

2. Nonlegislative Items.

a. NCAA Division I Academic Performance Program Penalty Waiver Directive.

(1) Recommendation. The Committee on Academic Performance recommends the Board of Directors approve the NCAA Division I Academic Performance Program (APP) Penalty Waiver Directive [Attachment A].

(2) Effective Date. Immediate.

(3) Rationale. During its October 2011 meeting, the Board approved changes to the APP, including changes to the penalties and the addition of an academic requirement for access to postseason competition. The new APP penalty waiver directive was developed in response to this new

penalty structure, filters and the Committee on Academic Perforamnce's principles regarding relief of the new penalties and to postseason ineligibility.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

b. **Committee Policies and Procedures.**

(1) Recommendation. The committee recommends the Board approve an amendment to APP policies and procedures providing an additional waiver appeal opportunity for teams that do not meet the postseason competition academic requirements.

(2) Effective Date. Immediate.

(3) Rationale. The committee amended its policies and procedures to provide an additional appealate opportunity for institutions with a team(s) ineligible for postseason competition due to APP requirements. This policy change applies only to access to postseason requirements and not to any of the three penalty levels (e.g., the Level Three penalties which already include a second appeal opportunity to the Board). The additional appeal opportunity is as follows:

- When the NCAA Division I Committee on Academic Performance Subcommittee on Appeals denies a waiver of access to postseason competition, the institution may appeal this decision in writing to the Committee on Academic Performance chair, or in the event of recusal by the chair to the Committee on Academic Performance vice chair.

- Based only on the written record, the chair (or vice chair) may deny the appeal or may forward the appeal to the full committee for further review and consideration. If the chair or vice chair denies the appeal, this decision is final and no further appellate opportunity is provided.

- The chair (or vice chair's) consideration of the appeal must be based on the following criteria: the institution must demonstrate that the appeals subcommittee abused its discretion in denying the

request. Abuse of discretion occurs when the subcommittee fails to follow NCAA legislation and/or established APP policies and procedures, and the failure to adhere to legislation or policies reasonably could have resulted in a different decision by the appeals subcommittee.

- If, based on this criteria, the chair or vice chair does forward the waiver request to the full committee, the committee hearing may be conducted by teleconference or in-person meeting and shall include some opportunity for the institution to present its request orally as well as in writing. The full committee's decision shall be final and not subject to any further review.

  Losing access to postseason competition is significant and the committee noted the importance of ensuring the waiver process ensures appropriate polices and legislation are adhered to. While the chair review appeal opportunity includes a rigorous standard for review, this additional step is reasonable given the seriousness of the loss of postseason competition access.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

INFORMATIONAL ITEMS.

1. October 2011 Report of the NCAA Division I Committee on Academic Performance. The committee reviewed the report.

2. October 2011 NCAA Division I Board of Directors Meeting. The committee received an update from the meeting.

3. Educational Materials Provided to the Membership. The committee reviewed the materials developed to assist the membership in understanding the academic changes adopted by the Board during its October 2011 meeting.

4. Initial Eligibility Sliding Scales/Concordance of SAT/ACT. The committee approved the detailed SAT/ACT and grade-point average requirements (Attachment B) that correspond to the changes adopted by the Board in October that must be met in order for a student-athlete to receive athletics aid, practice and compete during his or her first year

at a Division I institution. In addition, with the recent adoption of changes to the initial-eligibility requirements, the coordinates of the current sliding scale, which have been in place since the 1990's, were reviewed. This review was necessary to determine if the ACT and SAT scores in the current sliding scale are appropriate given changes in the tests that have occurred over the past 10 years. The revised test score coordinates were developed with assistance from researchers from ACT, Education Testing Service and the College Board and vary slightly from the current sliding scale. Both the new competition sliding scale and the slight changes to the current sliding scale that remains for practice and athletics aid will be effective August 1, 2015, for students initially enrolling full time in a college institution on or after August 1, 2015. The committee appreciates and acknowledges the work and recommendations of the Data Analysis Research Network in finalizing these coordinates.

5. **Timing and Announcement of APP Penalties.** The committee continued its discussion on a more rapid collection and finalizing of APRs to expedite the announcement of APRs and application of penalties and/or postseason ineligibility. A number of options to expedite the submission, waiver and appeal processes were considered. The committee agreed to maintain the current process which will be used for the current year. The committee will continue to study the feasibility of a new, or revised, process for the future. Currently, data are submitted each fall, waivers and appeals are conducted in the winter and spring and the announcement will be made after the last postseason event each year. Ineligibility for postseason competition and any penalties assessed will be taken in the next academic year (e.g., data years for eligibility for postseason in 2012-13 will be 2007-08, 2008-09, 2009-10 and 2010-11).

6. **Composition of Subcommittees.** It was noted the committee chair appointed Jerry Bovee, Weber State University and Barbara Luebke, University of Rhode Island to the Committee on Academic Performance Subcommittee on Appeals, effective immediately. Bovee and Luebke will continue to serve on NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting. Adding these members to the subcommittee will help accommodate the anticipated increase in waiver requests based on more rigorous academic standards.

7. **Historically Black Colleges and Universities and Limited-Resourced Institution Advisory Group.** The committee received an update from the December meeting of the Historically Black Colleges and Universities (HBCU) Limited-Resourced Institution Advisory Group. The group was formed based on a recommendation from the committee and is working to provide recommendations regarding the APP that impact limited-resource institutions.

8. **NCAA Working Group on the Collegiate Model -- Rules.** The committee received an

update on the NCAA Working Group on the Collegiate Model – Rules and reviewed the principles developed for NCAA Division I Bylaws 14 and 23.

9. **Legislative Update.** The committee received an update on Proposal No. 2011-65 Two-Year Transfers - Academic Year of Readiness and Proposal No. 2011-68 -- Eligibility -- Progress-Toward-Degree Requirements -- Eligibility for Competition -- Fulfillment of Credit-Hour Requirements -- Additional Requirements -- Football -- Exception -- Team Academic Progress Rate**.**

10. **Allocating Additional Funds to the Supplemental Support Fund (SSF).** The committee supports a recommendation to allocate a portion of the monies remaining from the White Case settlement to the SSF to assist limited-resourced institutions in improving the academic performance of student-athletes. In addition, the committee noted the importance of creating more strict accountability measures to ensure the funds are having a positive impact on improving academic performance.

Committee Chair: Walter Harrison, University of Hartford, America East Conference
Staff Liaisons: Diane Dickman, Academic and Membership Affairs
Kevin Lennon, Academic and Membership Affairs
Todd Petr, Research
John Shukie, Academic and Membership Affairs
Jennifer Strawley, Academic and Membership Affairs

January 12, 2012	
Attendees	Absentees
Jan Blade, Delaware State University	Melvin Johnson, Tennessee State University
Jerry Bovee, Weber State University	Barbara Luebke, University of Rhode Island
Jennifer Brown, Western Carolina University	Brennan O'Donnell, Manhattan College
Michael Cross, Bradley University	
Jack Evans, University of North Carolina, Chapel Hill	
Kenneth Ferguson, University of Missouri, Kansas City	
David Jamison, Robert Morris University	
Roderick McDavis, Ohio University	
Lisa Melz, Western Illinois University	
John Morris, University of Washington	
Vince Nicastro, Villanova University	
Greg Sankey, Southeastern Conference	
Other Participants Andy Cardamone, Michelle Hosick, Andy Louthain, Binh Nguyen, Tom Paskus, Katy Yurk	

ATTACHMENT A

NCAA Division I Committee on Academic Performance Academic Performance Program Access to Postseason and Penalty Waiver Directive

Background.

The central purpose of the NCAA Division I Academic Performance Program (APP) is to ensure that the NCAA Division I membership is dedicated to providing student-athletes with an exemplary education and intercollegiate athletics experience in an environment that recognizes and supports the primacy of the academic mission of its member institutions while enhancing the ability of student-athletes to earn a degree.

When a team's academic performance, measured by the multiyear NCAA Division I Academic Progress Rate (APR), falls below 930, that team becomes ineligible for postseason competition and is subject to penalties. The NCAA Division I Committee on Academic Performance has established a transition period in which the APP penalty benchmark will be 900 in 2011-12 and 2012-13. In addition, filters are applied to teams' data to account for improvement and resources in the penalty calculation. NCAA Division I Bylaws 18.4.2.3.1, 23.2.2.3 and 23.3 provide for waivers of APP penalties or access to postseason competition. The committee has approved this directive to provide guidance to the NCAA staff and the NCAA Division I Committee on Academic Performance Subcommittee on Appeals in reviewing APP penalty waiver requests.

Guiding Principles.

1. Requests to waive ineligibility for postseason and APP Level-One, -Two and -Three penalties will be considered independently. The requests are filed simultaneously, but the access to postseason competition and APP penalties have different standards for relief.

2. APP penalty and postseason waiver requests involve a review of the entire athletics team's overall academic performance. The APR is a team rate and not based on the academic performance of a single student-athlete. Therefore, the review of waiver requests shall consider all student-athletes included in the team's multiyear APR. This approach considers the loss of all APR points, not just those of select students. This approach could be referred to as the "top-down approach" (e.g., start at an APR of 1000 and explain the loss of all points).

3. APR Improvement Plans are reviewed with the waiver request. Plans should be designed to assist teams in achieving APRs above the penalty benchmarks in a reasonable time by identifying and addressing issues impacting a team's APR with measurable goals, steps to achieve the stated goals and a timetable for implementation.

4. The identification of academically under-performing teams that are subject to an APP penalty includes consideration of resource level and squad size. Therefore, the staff/subcommittee/committee will generally not consider these elements in its review of APP penalty waiver or loss of access to postseason waiver requests.

Waivers of Ineligibility for Postseason Competition.

1. First Occasion Team is Ineligible for Postseason Competition. Institutions are permitted to submit a waiver request the first occasion a team is subject to postseason competition ineligibility. The committee has established a high threshold for relief in these cases and generally relief will not be provided.

   - Factors to be Considered. The staff/subcommittee will consider the following factors in reviewing such a request:

     (1) Extraordinary Mitigating Circumstances. The institution's cited mitigation must be clearly out of the control of the institution, the department of athletics and the team's student-athletes. It must pertain to matters not previously addressed in the APP (e.g., small squad size, institutional mission). Finally it must have impacted the team over the multiple years that make up the four-year APR. An example of mitigation that would be considered extraordinary is a natural disaster that impact a team's APR over multiple years. An example of mitigation that would not be considered extraordinary would be head coaching change, significant leadership change at the institution, or institutional reclassification.

     (2) APR Improvement Plan. An institution's commitment to improving the penalized team's academic performance as outlined in the APR Improvement Plan must be considered in reviewing a waiver requesting relief from postseason competition ineligibility. Plans will be reviewed for focus on critical areas impacting academic success as well as other components demonstrating the institution's accountability toward meeting the stated goals of the APP (e.g., graduating student-athletes).

(3) Academic Factors. A waiver request must include a comprehensive review of the team's historical academic trends to determine if the team's placement in the APP penalty structure is the result of habitual underperformance or the result of some anomaly event (see the list on Page No. 4). Trending will also be evaluated to determine if the team is making progress with respect to the penalty benchmark.

(4) Alternative Penalty Options. An institution may request that an alternative penalty be imposed in lieu of postseason ineligibility. The institution must include an explanation of how the alternate penalty equates to a loss of postseason access.

2. Second Occasion Team is subject to Loss of Postseason Competition. Institutions are permitted to request a waiver of a team's loss of access to postseason competition.

- Factors to be Considered. The second or subsequent time a team loses access to postseason competition, the staff/subcommittee/committee will review the request using the same factors used in considering an APP penalty waiver (see Page Nos. 4 – 7 for more information). If a team has demonstrated meaningful improvement and some of the factors in item 3-b are present, the level of mitigation required for relief may be less stringent than what is required the first occasion the team was ineligible for postseason competition.

3. Notes on Outcomes. A loss of access to postseason competition waiver request will be approved, conditionally approved or denied.

a. First occasion loss of access to postseason waiver requests should be denied if the institution cannot demonstrate extraordinary mitigating circumstances as described on Page No. 2. Other factors listed in item number one above will be examined, but absent extraordinary mitigation are not likely to result in an approval.

b. Second and subsequent waivers of loss of access to postseason competition should be denied if the institution cannot demonstrate:

(1) Significant academic improvement that is sustainable;

(2) Mitigating circumstances as defined on Page No. 7; and

(3) An APR Improvement Plan that demonstrates the institution's commitment to improving the team's academic performance by identifying critical issues that have impacted the team's APR and addressing those issues with clear steps and measurable goals; and

(4) An expectation that the team will achieve an APR of 930 or higher in a reasonable period of time.

APP Penalty Waivers.

1. Factors to be Considered. Institutions are permitted to request a waiver of a team's APP penalties. The staff/subcommittee/committee will consider the following factors in reviewing such a request:

a. Academic Factors. Evaluating a team's academic performance is an important part of the APP Penalty waiver process. The staff/subcommittee/committee's review of a team's academic performance may include consideration of the following elements:

(1) A comprehensive review of the team's historical APP performance, including any penalty history and academic trends to determine if the team's placement in the APP penalty structure is the result of habitual underperformance or the result of some anomaly event. Trending will also be evaluated to determine if the team is making sustainable progress toward the penalty benchmark.

(2) The team's Graduation Success Rate and Federal Graduation Rate, if available.

(3) Eligibility and Retention. The team's eligibility and retention will be compared against the following:

i. All other Division I teams in the same sport.

ii. The institution's teams.

(4) The team's academic profile including hours earned, grade-point average, eligibility and retention points.

(5) The academic profile of the team when admitted to the member institution, including admissions status as compared to the general student-body and/or other student-athletes at the institution.

(6) The number of graduates the team has generated over the four years that make up the multiyear rate.

(7) The number of student-athletes who were not academically eligible and not retained included in the multiyear APR.

(8) Other academic data elements that may be relevant to the case.

b. Other Factors. The staff/subcommittee/committee's review of a team's academic performance may also include consideration of the following elements:

(1) Size of variance between the team's APR and the applicable APP penalty benchmark (930).

(2) The team's single-year APRs that comprise the multiyear rate. Specifically, the number of single-year APRs above or below the penalty benchmarks (930).

(3) The institution's history of implementation of its APR Improvement Plan as well as the current plan's ability to address critical issues (see below).

(4) Mitigating circumstances that have affected the team's APR (see below).

(5) An institution may request that an alternative penalty be imposed in lieu of the assigned APP penalty or a penalty option from the menu offered at Level-Three. Should an institution offer an alternative penalty, the staff/committee/subcommittee would consider the various factors as well as the alternate penalty in the

decision. The institution must demonstrate how the alternate penalty equates to the penalty it would replace.

(6) Teams asserting that they have advanced in the penalty structure due to corrections to APP data identified in an APP data review must demonstrate that the current penalty is due to a lost opportunity for the institution to identify academic issues impacting the teams academic performance; to develop an appropriate APR Improvement Plan and to have an opportunity to rectify academic issues. If the institution can demonstrate this lost opportunity to identify and correct academic issues affecting the team's academic performance the staff and/or subcommittee/committee may consider this a mitigating circumstance warranting relief from a penalty, however all such requests will be reviewed on a case-by-case basis to allow for other factors to be reviewed as well.

c. Mitigating Circumstances. Circumstances will be considered as compelling mitigating factors if the institution can demonstrate that it had a direct correlation to the team's ability to earn eligibility/graduation and/or retention points supported by objective documentation. The institution may reference mitigation that was considered in a previous waiver request if the impact of the mitigation is evidenced in the current APR. Waiver decisions will analyze those circumstances that may be unique events resulting in academically low performing year(s) versus habitually underperforming teams. A team's APR that is negatively affected by a unique one-time circumstance, but otherwise is not historically an underperforming team, should be treated differently than a team that has a history and pattern of academic underachievement.

Circumstances <u>not</u> considered compelling mitigation may include, but are not limited to, the following:

(1) Unreasonable reliance by a student-athlete on misinformation from an institutional staff member (e.g., misadvisement);

(2) Institutional lack of understanding regarding the APP;

(3) Failure to develop and implement an APR Improvement Plan;

(4) Conferences and/or institutions with more stringent academic standards than NCAA Division I progress-toward-degree requirements; or

(5) Circumstances submitted in a request to receive an adjustment of an individual student-athlete's APR retention and/or eligibility or graduation point if the institution received relief for those circumstances by way of an APR adjustment.

Institutions are limited to submitting information concerning mitigating circumstances only for the academic years used to calculate that team's current multiyear APR. However, the staff, subcommittee and committee reserve the right to consider any relevant information that would explain the team's historical performance.

d. APR Improvement Plan. An institution's commitment to improving the penalized team's academic performance as outlined in the APR Improvement Plan must be considered in reviewing a waiver requesting relief from APP penalties. Plans will be reviewed for focus on critical areas impacting academic success as well as other components demonstrating the institution's accountability toward meeting the stated goals of the APP (e.g., graduating student-athletes).

e. Level-Three Penalty Options. An institution with a team subject to Level-Three penalties must self-impose penalties from a list of menu options. These penalties are in addition to the prescribed penalties. The institution may also elect to request an alternative penalty be imposed. The staff/committee will consider the institution's self-imposed penalty elements in the waiver decision. The staff/committee can also prescribe additional penalties for the team.

2. Notes on Outcomes. An APP penalty waiver request will be partially or fully approved or conditionally approved, or denied. Requests will likely be denied if the institution cannot demonstrate:

a. Significant academic improvement that is sustainable; OR

b. The team is performing well academically but for one or more years of APP data impacted by compelling, documented mitigating circumstances;

c. An APR Improvement Plan that demonstrates the institution's commitment to improving the team's academic performance by identifying critical issues that have impacted the team's APR and addressing those issues with clear steps and measurable goals;

d. An expectation that the team will achieve an APR of 930 or higher in a reasonable period of time; and

e. Appropriate self-imposed penalties at Level-Three.

Use of Conditional Approvals.

Waivers of APP penalties and ineligibility for postseason competition may receive conditional approval. A waiver that is conditionally approved does not waive the team's penalty unless the team satisfies the stated condition(s). These conditions may include, but are not limited to:

1. Acceptable implementation of the institution's written APR Improvement Plan;

2. Attendance at mandatory educational sessions;

3. Meeting or maintaining single-year eligibility and retention goals and/or, meeting or maintaining a specified single-year APR without the inclusion of delayed-graduation points;

4. Requiring the institution to implement certain elements of its APR Improvement Plan determined to be "critical" to improved academic performance;

5. Requiring the institution to demonstrate it has satisfied its commitment of resources to enhance academic support initiatives, that are part of the institution's APR Improvement Plan or cited in its APP penalty waiver/hearing rationale;

6. Requiring the institution to impose limits, restrictions or penalties that are part of its APR Improvement Plan or cited in its waiver/hearing rationale (e.g., withhold a head coach from contests);

7. Requiring an institution to use the NCAA Facilitating Learning and Achieving Graduation/Graduation Risk Overview program; and

8. Requiring an institution comply with identified minimal academic profiles for entering student-athletes that are part of its APR Improvement Plan or its waiver/hearing rationale. *(Revised: 10/2008;10/2010)*

An institution/team that fails to meet the stated condition(s) by the given timeframe shall have the waiver decision converted to a denial and the APP penalty must be applied to the team. The institution must impose the applicable penalty within the prescribed period of time.

Review of Conditionally Approved Penalty Waivers.

At some point established by the committee, such as the start of the academic year following the year in which the waiver was conditionally approved, the staff verifies that all established conditions were met (e.g., single-year APR, acceptable implementation of APR Improvement Plan). If the staff concludes that the team has not satisfied the condition(s) of the penalty waiver, the subcommittee and staff may consider mitigating circumstances presented by the institution. Such reviews shall occur on a case-by-case basis, and shall include consideration of any mitigation for the team's failure to reach the target APR, as well as the totality of the team's circumstances with regard to the imposed conditions. In such cases, the staff will review factors including improvement in the single-year and multiyear APR, how close the team came to meeting the target and mitigating circumstances. This action does not change an institution's opportunity to explain why it failed to meet the condition(s) or to appeal a decision by the staff to the subcommittee. The subcommittee will hear such appeals via teleconference. The subcommittee's decision is final.

Finally, if it is determined that a conditional waiver is not satisfied and the waiver is denied, the institution must impose the resulting penalties in the time period prescribed by the committee, but generally the academic year following denial of the appeal or, if there was no appeal, following determination that the conditions were not met (e.g., determined condition was not met in 2011-12 results in the imposition of the penalties in 2012-13).

If the team is subject to a penalty in the next academic year, the team is potentially subject to the penalty level that was conditionally waived and the next penalty level if it fails to meet the conditions of the waived penalty.

APR Improvement Plans.

APR Improvement Plans are meant to encourage institutions that have a team with an APR below 930 to implement strategies to improve the academic performance, retention and graduation of the student-athletes on the team. Institutions seeking relief from an APP penalty are expected to demonstrate that the team's academic performance will improve and will achieve an APR of 930 in a reasonable period of time. Therefore, APR Improvement Plans submitted with a waiver will be reviewed as follows:

1. Institutions/teams will be accountable for identifying issues impacting the penalized team's ability to move its APR above the established penalty benchmark. The following shall be addressed:

    a. Identify any issues impacting the academic performance, retention and graduation of the team's student-athletes and develop specific and measurable goals to address the issues, steps to meet the goals, timetable for implementation and persons responsible for each step outlined in the plan.

    b. Identify specific target APR goals for the team(s) for the current academic year that will assist the team in meeting the 930 benchmark in a reasonable period of time.

    c. Identify all steps the institution has taken toward implementation of any previous APR Improvement Plan and progress toward the measurable goals.

2. If an institution fails to create and submit an acceptable APR Improvement Plan, as defined by the committee, there is a presumption that any penalty waiver request will be denied.

ATTACHMENT B

Division I Initial-Eligibility Index
Effective August 1, 2015, for students initially enrolling full time in a college institution on or after August 1, 2015.

GPA for Aid and Practice	GPA for Competition	SAT	ACT Sum
3.550	4.000	400	37
3.525	3.975	410	38
3.500	3.950	420	39
3.475	3.925	430	40
3.450	3.900	440	41
3.425	3.875	450	41
3.400	3.850	460	42
3.375	3.825	470	42
3.350	3.800	480	43
3.325	3.775	490	44
3.300	3.750	500	44
3.275	3.725	510	45
3.250	3.700	520	46
3.225	3.675	530	46
3.200	3.650	540	47
3.175	3.625	550	47
3.150	3.600	560	48
3.125	3.575	570	49
3.100	3.550	580	49
3.075	3.525	590	50
3.050	3.500	600	50
3.025	3.475	610	51
3.000	3.450	620	52
2.975	3.425	630	52
2.950	3.400	640	53
2.925	3.375	650	53
2.900	3.350	660	54
2.875	3.325	670	55
2.850	3.300	680	56
2.825	3.275	690	56
2.800	3.250	700	57
2.775	3.225	710	58
2.750	3.200	720	59
2.725	3.175	730	60
2.700	3.150	740	61
2.675	3.125	750	61
2.650	3.100	760	62
2.625	3.075	770	63

GPA for Aid and Practice	GPA for Competition	SAT	ACT Sum
2.600	3.050	780	64
2.575	3.025	790	65
2.550	3.000	800	66
2.525	2.975	810	67
2.500	2.950	820	68
2.475	2.925	830	69
2.450	2.900	840	70
2.425	2.875	850	70
2.400	2.850	860	71
2.375	2.825	870	72
2.350	2.800	880	73
2.325	2.775	890	74
2.300	2.750	900	75
2.275	2.725	910	76
2.250	2.700	920	77
2.225	2.675	930	78
2.200	2.650	940	79
2.175	2.625	950	80
2.150	2.600	960	81
2.125	2.575	970	82
2.100	2.550	980	83
2.075	2.525	990	84
2.050	2.500	1000	85
2.025	2.475	1010	86
2.000	2.450	1020	86
	2.425	1030	87
	2.400	1040	88
	2.375	1050	89
	2.350	1060	90
	2.325	1070	91
	2.300	1080	93

EXCERPTS FROM THE REPORT OF THE JANUARY 14, 2012, MEETING OF THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION DIVISION I BOARD OF DIRECTORS

1. Presidential Retreat Initiatives.

a. NCAA Division I Committee on Academic Performance. Walt Harrison, chair of the Committee on Academic Performance, presented the following recommendations:

(1) That the Board of Directors reinstate Proposal No. 2011-65 – Eligibility – Two-Year College Transfers – Year of Academic Readiness at Two-Year College to the 2011-12 legislative cycle and table it.

BOARD ACTION: **The Board agreed to reinstate the proposal and then moved to tabled it.** (Unanimous Voice Vote)

(2) That the Board approve the NCAA Division I Academic Performance Program (APP) Penalty Waiver Directive. [See Attachment A for details of the APP Penalty Waiver Directive.]

BOARD ACTION: **The Board approved the APP Penalty Waiver Directive.** (Unanimous Voice Vote)

(3) That the Board approve an amendment to the APP policies and procedures providing an additional waiver appeal opportunity for teams that do not meet the postseason competition academic requirements.

BOARD ACTION: **The Board approved the amendment to the APP policies and procedures as recommended.** (Unanimous Voice Vote)

b. Transforming Intercollegiate Athletics Collegiate Model -- Rules Working Group. Kevin Lennon, NCAA vice president of academic and membership affairs, presented the following Rules Working Group recommendations:

(1) That the Board support the general approach outlined for a new regulatory structure, which includes developing principle-based outcomes to ensure that NCAA rules are value-based, meaningful, enforceable and supportive of the collegiate model of sport. The Board noted its support for the new regulatory structure.

(2) That the Board endorse a moratorium on new legislation for the 2012-13 legislative cycle (unless part of presidential reform agenda).

BOARD ACTION: The Board voted to apply a moratorium on new legislation for the 2012-13 legislative cycle, unless it is part of the presidential agenda. (Unanimous voice vote)

2. <u>Division I Governance Structure Update</u>.

a. **Report of the January 12, 2012, Meeting of the Leadership Council**. Mike Alden, chair of the Division I Leadership Council, reported on the January 12 meeting of the Council and presented the following recommendations:

(1) <u>Summer Access to Men's Basketball Student-Athletes</u>. That the Board take action to adopt a summer access model that permits institutional staff members to conduct or supervise summer athletics activities in accordance with specified requirements (i.e., enrollment in summer school, meeting opt-out academic benchmarks). [Note: See Attachment B for details of the summer access model.]

BOARD ACTION: The Board voted to adopt the summer access model as recommended, effective immediately. (Unanimous voice vote.)

Supplement No. 4

No additional supplement.

See Supplement No. 3

DRAFT

SUPPLEMENT NO. 5-a

Academic Success Principle-Based Outcome Statements

The following is a list of the principle-base outcome statements developed to guide the academic behavior of student-athletes, teams and institutions.

Principle-Based Outcome Statements.

1. Student-athletes participating in intercollegiate athletics are generally expected to earn a ~~four-year~~baccalaureate or equivalent degree within five years of initial collegiate enrollment.

2. Academic standards should facilitate a student-athlete's opportunity to earn a ~~four-year~~ baccalaureate or equivalent degree and serve as a means of access to practice, competition and receipt of athletics aid.

   a. Academic standards should ensure that prospective and transfer student-athletes are academically prepared for the academic rigors of pursuing an academic degree ~~and~~ while participating in intercollegiate athletics.

   b. Academic standards should ensure that enrolled student-athletes are making meaningful progress toward a baccalaureate degree.

3. Student-athletes, prospective student-athletes and institutional staff members should engage in sound academic behavior that demonstrates academic integrity in accordance with institutional policies and NCAA legislation.

4. Academic progress, retention and graduation of student-athletes and team academic standards should serve as a means of access to postseason competition and other benefits of Division I membership.

5. Student-athletes should be provided appropriate support based upon their individual needs, institutional mission and academic standards and NCAA academic requirements. Institutions should consider their ability to provide such support in the recruitment and admission of student-athletes.

6. Admissions decisions for both entering freshmen and two- and four-year transfer student-athletes are the sole responsibility of each member institution and ~~should~~ shall adhere to the institution's ~~regular~~ admission ~~standards and~~ policies.

7. The association, member conferences and member institutions must establish policies to limit missed class time due to a student-athlete's participation in intercollegiate athletics and such policies shall be reviewed and approved by the appropriate institutional body/individual outside of athletics.

Overview of the Creation of an Academic Success Bylaw

1. Create an academic success operating bylaw that focuses specifically on student-athlete and team academic success.

2. As part of an academic success operating bylaw the following changes are being considered:

    a. Combine the bylaws that govern the NCAA Division I Academic Performance Program with those that regulate the academic performance of student-athletes.

    b. Eliminate legislation that does not directly support academic success. For example, seasons of competition and high school all-star games do not directly affect a student-athlete or team's academic success. This may require the development of another operating bylaw (e.g., competition) or embedding legislation in another operating bylaw, if the legislation is consequential and enforceable.

Rationale:

Restructuring the operating bylaw to focus on academic specific legislation will emphasize the primacy of academics at an individual and institutional level. It will allow for greater focus on those bylaws that will directly affect and support student-athlete academic performance. They will also help ensure that the behaviors of the Association, conferences and member institutions support student-athlete success.

Executive Summary - Preliminary Report to the NCAA Membership

NCAA Working Group on Collegiate Model - Enforcement
February 2012

[Note: This document is an executive summary of the Preliminary Report to the Membership working draft. The working group's efforts are continuing, and the group expects it will make changes to these proposals based on feedback from the membership and affiliated groups. The group intends to submit proposals to the Division I Board of Directors in April and August 2012 after gaining significant feedback, revising the proposals as warranted and circulating revisions to the extent possible.]

A. Background.

In August 2011, NCAA President Mark Emmert and more than 50 presidents and chancellors gathered to examine in broad terms how to sustain the collegiate model and restore public trust in college sports and the NCAA. The presidents identified five significant areas of concern: (1) standards and metrics for the academic success of Division I student-athletes; (2) the allocation of financial resources within intercollegiate rules; (3) the financial well-being of student-athletes; (4) a realigning of how rules governing intercollegiate athletics are determined and an enhanced expectation of shared responsibility at the campus, conference and national levels; and (5) the strong and swift enforcement of those rules that places the greatest emphasis on those violations that if left unattended most significantly denigrate the collegiate model.

The presidents emphasized that there are four acknowledged enduring values that are guiding the entirety of their efforts and will be the measures against which all policies and judgments will be tested:

- Student-athlete success academically and athletically is paramount.
- The collegiate model, in which athletics is embedded in the values of higher education, including shared responsibility and accountability, should be protected and sustained.
- Amateurism as a student-participation model guides the relationship between students and institutions in the collegiate model of athletics.
- Fair opportunity to compete among institutions of similar commitment to inter-collegiate athletics should guide the administration of the collegiate model.

The Working Group on Collegiate Model - Enforcement was formed to primarily focus on the fifth concern, along with contributing to a better definition and clearer expectation of shared responsibility (part of the fourth concern). As one of five committees or working groups addressing a broad spectrum of change, this is the preliminary report to the membership.

B. Brief Overview of Proposed Changes.

This working group was tasked with creating a multi-level NCAA rules violation structure and an enhanced penalty structure for NCAA rules infractions; and re-establishing a sense of shared responsibility, among the interested individuals and entities in intercollegiate athletics, for NCAA rules compliance and enforcement.

Based on the guiding principles of fairness, accountability and process integrity, the working group has (1) reached a number of conclusions regarding the NCAA's current violation, process and penalty structures, as well as the means by which responsibilities for enforcement efforts are currently shared among interested individuals and entities; (2) developed a series of recommended actions to address noted concerns with the current structures and definition of shared responsibility for rules enforcement; and (3) identified the anticipated outcomes for each of the proposed actions. .

1. Violation structure.

The working group is recommending a move from the current model (secondary/major) to a four-level violation structure. The proposed violation structure would be composed of the following levels:

- Level I – The most egregious violations. A Level I violation is a violation that seriously undermines or threatens the integrity of any of the NCAA enduring values (student-athlete success, the collegiate model, amateurism as a student model, competitive equity), including any violation that provides or is intended to provide a significant or extensive recruiting, competitive or other advantage, or significant or extensive impermissible benefit. Multiple Level II, III and/or IV violations collectively may be considered a Level I violation. Individual conduct that is unethical may be classified as a Level I violation, even if the underlying institutional violations are not considered Level I.

- Level II – Serious violations that currently fall between major and secondary violations. A Level II violation is a violation that provides or is intended to provide a minimal to significant recruiting, competitive or other advantage; or includes a minimal to significant impermissible benefit; or involves a pattern of systemic violations in a particular area. Multiple Level III and/or IV violations collectively may be considered a Level II violation. Some limited individual conduct that is unethical or dishonest may be classified as a Level II violation, even if the underlying institutional violations are not considered Level II.

- Level III – Violations that provide some advantage or impermissible benefit that warrant NCAA enforcement staff review. A Level III violation is a

violation that is isolated or limited in nature; provides no more than a minimal recruiting, competitive or other advantage; and does not include more than a minimal impermissible benefit. Multiple Level IV violations collectively may be considered a Level III violation.

- Level IV – Minor or technical issues that do not rise to the level of a serious violation. (The working group notes that this level may not be necessary, or may include only limited violations, depending on the adopted work of the rules working group.) A Level IV issue is an action/inaction that is inadvertent and isolated; limited or technical in nature; and results in a negligible, if any, recruiting, competitive or other advantage or negligible, if any, impermissible benefit. Level IV issues will not impact eligibility.

2. Process structure.

The working group recommends that the NCAA Committee on Infractions be retained to hear and decide the most significant allegations of rules violations. However, the working group recommends that the committee be composed of a more diverse group of persons (e.g., former university presidents, vice presidents, athletics administrators with compliance experience).

The working group recommends that the committee be composed of a larger pool of individuals (a minimum of 18 but ideally at least 24 voting members) from which panels will be composed. In cases involving the most serious allegations of rules violations (Level I), the group recommends that either six or seven committee members will be randomly selected from each representative group to hear the cases. In cases involving allegations of Level II violations, the group proposes that three-member panels will be selected to hear the cases.

The working group recommends a number of other process modifications, applicable to cases categorized as Level I or Level II, including the following:

- Increase the availability of written case submissions to the Committee on Infractions, at the option of the institution and/or affected individuals, with agreement by the enforcement staff, even when there is disagreement on the facts, so that certain matters may be decided without the need for a full hearing.

- Redesign the notice of allegations to allow the member institution and/or involved individuals immediate access to the information on which the allegations are based and eliminate the need for a staff-prepared case summary, yet allowing for staff rebuttal when necessary.

- Introduce the availability of informally resolved infractions cases in situations in which the involved institution and/or affected individuals do not dispute the allegations or penalties in Level I and Level II cases (as reflected in the Penalty Guidelines), thereby significantly reducing the cost and anticipated timeline in serious infractions cases.

- Introduce the option of decreasing the amount of time between the notice of allegations and the institution's response from 90 to 60 days.

- Introduce the concept of a prehearing conference, with the Committee on Infractions panel chair presiding, in which preliminary issues are resolved prior to the full hearing of the infractions case including, when applicable, any disputes regarding the level at which the allegations have been charged.

- Use of an online case materials submission system and videoconferencing.

- Introduce the concept of NCAA staff-recommended penalties, pursuant to the Penalty Guidelines.

- Increase the availability of an expedited hearing before a Committee on Infractions representative at the request of the involved institution and/or involved individuals.

- Introduce time limitations for the preparation of hearing transcripts (two weeks), as well as the issuance of infractions reports and appeals reports (four weeks).

- Add additional staff to support the office of the Committees on Infractions.

With respect to matters categorized as Level III or Level IV, the working group recommends the following:

- In situations involving Level III violations, NCAA staff will continue to work with institutions, much the same as under the current secondary violations process, to determine whether infractions have occurred and, if so, the appropriate penalties to be imposed.

- In Level III matters, member institutions would continue to have access to a case precedent database, thereby allowing confirmation that staff-imposed penalties are consistent with those imposed in previously decided similar situations.

- In situations involving Level IV issues, the conference with which the involved institution is associated will work with the institution to determine

whether issues need to be addressed and, if so, the appropriate penalties to be imposed, if any. The group anticipates that the conferences will report these actions annually to the NCAA and/or will share information of issues/ responses with the other conferences.

3. Penalty structure.

For cases involving allegations of Level I and Level II violations, the working group recommends a range of penalties set out in Penalty Guidelines. The working group recommends that a number of penalties constitute core penalties and form the basis for the Penalty Guidelines. Each of these penalties includes varying degrees of severity. The working group believes that the severity of the penalty imposed must correspond with the significance of the rule violation(s). The recommended core penalties:

(a) Competition limitations [e.g., limitations imposed on participation in postseason play for varying lengths of time (depending upon the severity of the infractions) in given sport(s)].

(b) Financial penalties [e.g., return revenue received from a given (fact-specific) event or series of events (e.g., revenues received for participation in tournament, bowl game or televised broadcasts)].

(c) Scholarship limitations [e.g., limitations of athletics scholarships in head count sports [by number or percentage, depending upon the sport(s) involved] for varying lengths of time in given sport(s)].

(d) Recruiting limitations [e.g., limitations of the number of allowable official paid visits at the institution for varying lengths of time in given sport(s)].

(e) Probation.

(f) Show cause orders (if applicable in a given case).

The working group recommends that the best means by which the committee may impose a penalty that falls within a more/less severe range of penalties is if it determines that certain aggravating and/or mitigating circumstances exist in Level I or II cases. The group continues to refine the lists of aggravating and mitigating factors. The Committee on Infractions will determine the presence and weight of the individual factors in a given case and may balance these factors in the decision-making process.

The committee may determine whether the presence of one or more of the aggravating and/or mitigating factors exist and, if so, how those factors affect the classification of the case. As a result, the presence of some aggravating factors and no mitigating factors may elevate the case classification to "aggravation" or "significant aggravation." Conversely, if there are mitigating factors in a case and no aggravating factors, the case classification would be "mitigation" or "significant mitigation."

4. Shared responsibility specific to compliance efforts and investigations.

The working group recommends that the concept of shared responsibility be better defined and specific expectations be identified for given roles within the compliance and enforcement processes. The working group will provide a final report on this issue to the Board in August 2012.

5. Head coach responsibility.

The working group proposes that the rationale for Proposal No. 2004-102, which is currently Bylaw 11.1.2.1, be amended to presume that the head coach is responsible (instead of knowledgeable and, therefore responsible) for not promoting an atmosphere of compliance and/or monitoring his/her staff. The working group recommends that at the April 2012 meeting, the Board of Directors support a recommitment to the original intent of Bylaw 11.1.2.1 and the addition of clarifying language to the rationale.

The working group is recommending that the penalty guidelines emphasize that Level I and II violations of Bylaw 11.1.2.1 should result in a show cause order with suspension from contests as one of the show cause requirements. The working group recognizes that employment decisions related to coaches or any athletics personnel rest solely with our member institutions. The recommended specific suspension requirements are:

- For the head coach who commits a Standard Level II violation of this bylaw, his/her employing institution will be required to withhold the coach from 10 to 30 percent of the institution's next games. The suspensions may include postseason contests and/or carry over to the next season.

- For the head coach who commits a Standard Level I violation of this bylaw, his/her employing institution will be required to withhold the coach from 20 to 50 percent of the institution's next games. The suspensions may include postseason contests and/or carry over to the next season.

The working group proposes that for Level III violations, a list of identified violations warranting head coach suspension for football, men's basketball and possibly other sports be examined and expanded as appropriate to address what are presumed to be intentional secondary recruiting violations.

D. Desired Outcomes.

The specific outcomes the working group expects from the changes to the violation, process and penalty structures are noted below:

1. Violation structure.

   A new violation structure that appropriately categorizes the severity of infractions and allows for different levels of accountability for institutions and individuals.

2. Process structure.

   a. A much faster mode for processing violations that delivers expediency without compromising process integrity or fairness.

      - Clear metrics for every stage of processing a case.

   b. Clear understanding of what aspects of enforcement and student-athlete reinstatement cases can be more transparent and corresponding transparency where appropriate.

3. Penalty structure.

   a. Strong penalties that are predictable, deter the risk-reward analysis and address any unfair advantage.

   b. Clear definition of institutional control.

      - Rewards/incentives for effective compliance programs.
      - Rewards/incentives for strong institutional action to address wrong-doing.

   c. Rewards/incentives for individuals acknowledging violations.

   d. Increased accountability for head coaches.

4. Shared responsibility.

- Strengthened support for institutional leadership.

Clear definition of shared responsibility and resulting expectations of individuals, institutions, conferences and the national office staff.

REPORT OF THE NCAA DIVISION I ACADEMIC CABINET FEBRUARY 6-7, 2012, MEETING

KEY ITEMS.

1. **Review of NCAA Division I Initial-Eligibility Requirements – Practice Requirement – Quarter Institutions.** The NCAA Division I Academic Cabinet recommended the NCAA Division I Legislative Council sponsor noncontroversial legislation regarding the application of eligibility for practice during the first year of full-time enrollment at quarter institutions. The amendment clarifies the cabinet's original intent requiring student-athletes to earn nine semester or eight quarter hours in the most recent regular academic term.

2. **Review of NCAA Progress-Toward-Degree Standards.** The cabinet began its discussion regarding potential modifications to NCAA Division I Progress-Toward-Degree-Standards. The cabinet reviewed research specific to NCAA Progress Toward Degree Standards and will continue this review during its June meeting.

ACTION ITEMS.

1. **Legislative Items**.

   a. **Initial Eligibility Core-Course Requirement for International Student-Athletes.**

      (1) Recommendation. The Academic Cabinet recommends the Legislative Council adopt noncontroversial legislation specifying that prospective student-athletes whose initial-eligibility certification is based entirely on international credentials be exempt from the 10 core-course requirement set forth in NCAA Division I Proposal 2011-94.

      (2) Effective Date. August 1, 2015, for students initially enrolling full time in a collegiate institution or or after August 1, 2015.

      (3) Rationale. Due to the unique and varied international educational systems, it is in many cases not possible to determine or administer the 10 core-course requirement for international prospective student-athletes. International academic programs vary in length and determining the equivalent of "the beginning of the seventh semester" of secondary school is challenging. Many international countries have course progression checks built into their curriculum, even if students are only formally assessed at the conclusion of their educational path via leaving examinations.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

b. Initial-Eligibility Practice Requirement for Student-Athletes at Quarter Institutions.

(1) Recommendation. The Academic Cabinet recommends the Legislative Council adopt noncontroversial legislation to modify NCAA Division I Bylaw 14.4.2.1 (eligibility for practice during initial year in residence). Specifically, the cabinet recommends that the existing legislation be modified to specify that: 1) an academic redshirt at a quarter institution must demonstrate academic success during the regular academic term immediately preceding the subsequent regular academic term in order to continue practice during the subsequent regular academic term; and 2) an academic redshirt who was academically unsuccessful during the first regular academic term may regain eligibility for practice during the third regular academic term by demonstrating academic success during the second regular academic term immediately preceding the third regular academic term.

(2) Effective Date. August 1, 2015, for students initially enrolling full time in a collegiate institution on or after August 1, 2015.

(3) Rationale. As adopted, the new initial-eligibility legislation specifies that continued practice for an academic redshirt at a quarter institution is entirely dependent on academic success during the first regular academic quarter, with no impact on the opportunity to continue practice during the third regular academic quarter for failure to be academically successful during the second regular academic quarter. Currently, the new initial-eligibility legislation permits an academic redshirt who successfully completes eight quarter hours of academic credit during the first regular academic term of his or her initial year of residence to practice during third regular academic quarter of his or her initial year, regardless of his or her academic performance during the second regular academic quarter. Further, per the newly adopted legislation, lack of academic success during the first regular academic quarter eliminates the opportunity to continue practice for the remainder of the academic year, regardless of any subsequent academic success during the second regular academic quarter. For example, per the newly adopted legislation, an academic redshirt who earns eight hours during the first academic quarter, remains eligible for both subsequent quarters during the initial year of enrollment, even if the

student-athlete fails to pass any hours during the second quarter. In addition, an academic redshirt who fails to successfully complete eight quarter hours of academic credit during the first regular academic quarter of his or her initial year of residence may not regain eligibility for the third regular academic quarter by successfully completing nine quarter hours of academic credit during the second regular academic quarter. The cabinet confirmed its original intent indicating that the legislation should be modified to ensure continued access to practice is contingent on a demonstration of academic success at each immediate stage throughout the first academic year.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

c. Initial-Eligibility Provisions as Common.

(1) Recommendation. The Academic Cabinet recommends the Legislative Council adopt noncontroversial legislation designating the college courses and multiple high school attendance bylaws as common. Specifically, the cabinet recommends that legislation be adopted to designate the following Division I and II Bylaws as common: 14.3.1.2 (core-curriculum requirements), 14.3.1.2.2 (nontraditional courses), 14.3.1.2.1 (English as a second language course), 14.3.1.2.5 (courses for students with education-impacting disabilities), 14.3.1.2.6 (grade value of core courses), 14.3.1.2.7 (pass-fail grades), 14.3.1.2.8 (repeat courses), 14.3.1.3 (test-score requirements), 14.3.1.3.2 (combined test scores), 14.3.1.3.3 (nonstandard test administration) and 14.3.1.3.4 (test-score report).

(2) Effective Date. Immediate.

(3) Rationale. NCAA Division II Proposal No. 2012-13 modified the language of the college courses and multiple high school attendance bylaws to mirror Division I legislation. These bylaws will only be designated as common if Division I takes action to also designate them as common. Consistent with NCAA Division I Proposal 2010-55, in which those specific bylaws could not be included due to inconsistencies between Divisions I and II, designating the college courses and multiple high school attendance bylaws as common will provide similar procedures for the determination of initial eligibility without minimizing the autonomy of each division to establish its own initial-eligibility

requirements. There is some ease of burden for all involved in the initial-eligibility process by having these provisions as common.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

2. Nonlegislative Items.

- None.

***INFORMATIONAL ITEMS*.**

1. Legislative.

- None.

2. Nonlegislative.

a. Report of the NCAA Division I Academic Cabinet. The cabinet reviewed the report of the September 2011, meeting.

b. Report of the NCAA Division I Board of Directors Meeting. The cabinet reviewed the report of the October 2011 and January 2012, meetings.

c. Report of the NCAA Division I Committee on Academic Performance. The cabinet reviewed the report of the October 2011, meeting and January 2012, teleconference.

d. Educational Materials Provided to the Membership. The cabinet reviewed the materials developed to assist the membership in understanding the academic changes adopted by the Board during its October 2011, meeting.

e. Review of Division I Initial-Eligibility Requirements. The cabinet discussed the impact of the increased initial-eligibility standards adopted by the Board in October 2011, on select areas. Specifically:

(1) The cabinet had a preliminary discussion regarding the application of the academic redshirt designation to additional bylaw provisions. The cabinet

recommended NCAA staff identify the potential advantages and disadvantages associated with the application of the academic redshirt designation to additional bylaw provisions in the areas of recruiting and transfers. The cabinet agreed to revisit the application of the academic redshirt designation to specific bylaws during its June meeting.

(2) The cabinet discussed the academic redshirt concept within the context of a clock-extension/five-year rule waiver request. The cabinet noted that current five-year rule waiver legislation specifies that a student-athlete's inability to participate in intercollegiate athletics for more than one season in his or her sport within the five-year period due to failure to meet NCAA academic requirements is considered a circumstance within the control of the student-athlete. The cabinet determined that academic redshirt status should be viewed as a circumstance within the control of the student-athlete, consistent with the current five-year rule waiver legislation. The cabinet recommends the NCAA Division I Student-Athlete Reinstatement Committee continue to review waivers using its current analysis.

f. Review of Academic-Eligibility Requirements for Two-Year College Transfers.

(1) The cabinet approved the continuation of a modified data collection process for 2-4 transfer data collection as part of the NCAA Division I Academic Performance Program (APP). The data provides valuable insights on the academic profile of a successful two-year college transfer student-athletes and was instrumental in the formation of the new 2-4 transfer requirements. The cabinet did eliminate three components of the collection to reduce the administrative burden on member institutions.

(2) The cabinet approved amendments to the NCAA Division I Academic Cabinet Policies and Operating Procedures and the NCAA Division I Progress Toward Degree Committee Policies and Procedures consistent with the changes adopted by the Board in October. Specifically, the polices were adopted to reflect the formation of a new subcommittee to hear 2-4 transfer waivers.

(3) The cabinet continued its discussion of the academic year of readiness. Recognizing concerns raised by the membership, the cabinet supports the formation of a small group to further review the year of academic readiness. The group will consist of representation from the NCAA membership, including the Academic Cabinet and NCAA Division I Committee on Academic Performance, and the 2-year college community.

g. **Initial-Eligibility Waiver Directive.** The cabinet approved proposed amendments to the current initial-eligibility waiver directive (Attachment A). The cabinet supported a process that takes into account a data-based analysis of a student-athlete's likelihood of academic success during his or her first year of full-time collegiate enrollment at a member institution based on the student-athlete's core-course grade-point average, core-course units and standardized test score.

h. **National Association of Academic Advisors for Athletes (N4A).** The cabinet received an in-person report from the president and president-elect of N4A, Joe Lucky, University of Memphis and Bart Byrd, Baylor University. The report noted N4A reactions to the newly adopted initial-eligibility legislation, provided feedback regarding the year of academic readiness, emphasized the importance of skill-based academic preparation, and encouraged discussion regarding the potential expansion of exceptions to the full-time enrollment requirements for practice. N4A engaged the cabinet in a conversation related to the best ways to support student-athletes during the academic redshirt year. N4A will develop strategies and best practices for the academic redshirt year to be shared with the cabient.

i. **NCAA Working Group on the Collegiate Model -- Rules.** The cabinet received an update on the NCAA Working Group on the Collegiate Model -- Rules and provided feedback on the principles developed for NCAA Division I Bylaws 14 and 23. The cabinet supported the creation of an operating bylaw that focuses solely on academic-specific legislation and encouraged the movement of legislation that does not directly support academic success to other operating bylaws.

j. **NCAA Enforcement Working Group.** The cabinet received an update on the NCAA Enforcement Working Group and provided feedback. The cabinet commended the working group's progress with creating a multilevel NCAA rules violation structure, an enhanced penalty structure for NCAA rules infractions and for making efforts to expedite cases.

k. **NCAA Division I Athletics Certification Program**. The cabinet received an update on the work of the NCAA Division I Committee on Athletics Certification and provided feedback. The cabinet supported the central purpose of the Institutional Performance Program, which shall be to facilitate member institutions in reviewing their athletics programs based on identified measures that align with the core values and principles of the NCAA and the institution's mission.

l. Progress-Toward-Degree Standards Review. The cabinet began its review of progress-toward-degree standards and examined research regarding college academic outcomes of student-athletes. The cabinet noted the importance of maintaining progress-toward-degree standards that increase the likelihood of graduation within a five-year period. The cabinet agreed to further discuss potential increases to the progress-toward-degree standards during its June meeting.

m. Eligibility for Postseason Competition between Terms for Multiple Round Events. The cabinet engaged in a preliminary discussion to determine whether a student-athlete should be certified as having satisfactorily completed six credit hours during the preceding regular academic term to maintain eligibility for competition in subsequent rounds of an NCAA championship that is contested between terms. The cabinet expressed concern that a student-athlete, under current legislation, may engage in NCAA championship activity after failing to successfully complete a minimum of six credit hours during the preceding regular academic term. The cabinet agreed to revisit the issue in June.

n. Football Nine-Hour Requirement. The cabinet received an update regarding recent interpretive requests and educational efforts related to the nine-hour rule.

Committee Chair: Herman Holt, Jr., University of North Carolina, Asheville, Big South Conference
Staff Liaisons: Diane Dickman, Academic and Membership Affairs
Alex Smith, Academic and Membership Affairs
Jennifer Strawley, Academic and Membership Affairs

NCAA Division I Academic Cabinet February 6-7, 2012, Meeting	
ATTENDEES	**ABSENTEES**
Tom Adair, Texas A&M University, College Station, Big 12 Conference	Eric Hall, Elon University, Southern Conference
Carray Banks, Norfolk State University, Mid-Eastern Athletic Conference	
John Bruno, The Ohio State University, Big Ten Conference	
Thomas Burman, University of Wyoming, Mountain West Conference	

Carolyn Callahan, University of Virginia, Atlantic Coast Conference	
Barbara Church, Metro Atlantic Athletic Conference	
David Dosser, East Carolina University, Conference USA	
Donna Heinel, University of Southern California, Pacific-12 Conference	
Herman Holt, Jr., University of North Carolina, Asheville, Big South Conference	
Loretta Lamar, U.S. Naval Academy, Patriot League	
Deland Myers, North Dakota State University, Summit League	
Jackie Mynarski, Mid-American Conference	
Annette O'Connor, LaSalle University, Atlantic 10 Conference	
Cinnamon Sheffield, University of North Texas, Sun Belt Conference	
Sean Simmons, Robert Morris University, Northeast Conference	
Shannon Strahl, Gonzaga University, West Coast Conference	
Lloyd Taylor, The Citadel, Southern Conference	
Bradley Teague, University of Central Arkansas, Southland Conference	
Kaitlyn Vincek, Eastern Michigan University, Mid-American Conference, Student-Athlete Advisory Committee	
Ken White, Utah State University, Western Atlantic Conference	
David Williams, Vanderbilt University, Southeastern Conference	
Elaine Wise, University of Louisville, Big East Conference	
NCAA staff liaisons in attendance: Diane Dickman, Tom Paskus, Alex Smith and Jennifer Strawley	

Other guests in attendance: Bard Byrd, Baylor University and Joe Luckey, National Association of Academic Advisors for Athletes	
Other NCAA staff members in attendance for portions of the meeting: Steve Clar, Shauna Cobb, Greg Dana, Gary deCastro, Michelle Hosick, Juliette Kenny, Kevin Lennon, Andy Louthain, Binh Nguyen, Todd Petr, Bill Regan, Molly Richman, Tiese Roxbury, John Shukie, Laura Wurtz and Katy Yurk	

ATTACHMENT

ACADEMIC AND MEMBERSHIP AFFAIRS
STUDENT-ATHLETE ACADEMIC TEAM DIRECTIVE
INITIAL-ELIGIBILITY WAIVERS

1. Overview.

The legislated initial-eligibility standards establish a minimal level of academic achievement necessary to receive athletically related aid, practice and compete in a student-athlete's first year of full-time collegiate enrollment at a four-year NCAA institution. If a student-athlete fails to satisfy these standards the presumption is that he or she is not adequately academically prepared for the rigors of athletics competition and/or practice in the first year of full-time collegiate enrollment. In creating the initial-eligibility standards, the Division I and Division II membership have determined the baseline standards that a student-athlete should meet in order to be academically eligible. These standards are used as a proxy for the academic readiness of a student to be academically successful during the first year of full-time collegiate enrollment at a four-year NCAA institution. As it is a proxy, there may be instances where a student-athlete has demonstrated that he or she is academically prepared to succeed at a four-year NCAA institution but has not met the legislated standards.

The goal of the initial-eligibility waiver process is to provide student-athletes relief from the legislated initial-eligibility standards in cases where such relief is warranted. This document outlines the cases for which relief may be granted. Institutions seeking an initial-eligibility waiver on behalf of a student-athlete for relief of NCAA Bylaws 14.3.1.2 (core-curriculum requirement) and/or 14.3.1.3 (test-score/grade-point average requirement) must present evidence as outlined herein.

The NCAA Division I Board of Directors has adopted legislation that raises the initial academic-eligibility standards for competition, effective August 1, 2015, reinforcing the importance of academic readiness for entering Division I student-athletes. Therefore, within the initial-eligibility waiver process, the threshold for full relief (i.e., receipt of athletically related financial aid, practice *and competition*) will be set correspondingly high.

2. Initial-Eligibility Data Analysis.

Initial academic-eligibility standards have been set based on the extensive review of longitudinal data regarding the academic success of student-athletes. Similarly, the initial-eligibility waiver process will take into account a data-based analysis of a student-athlete's likelihood of academic success in his or her first year at an NCAA institution based on the student-athlete's core-course grade-point average, core-course units and standardized test score. For student-athletes that do not meet the obvious waiver criteria (see Section 3 below), the NCAA staff will employ this research-based academic formula as part of its analysis of waiver requests to determine whether relief is warranted.

3. Obvious Waivers.

- There may be some instances in which student-athletes fail to meet the prescribed initial-eligibility standards but have demonstrated a clear level of academic readiness. To that end, a student-athlete with the following academic record is likely to receive a waiver for full initial eligibility:

  (1) A minimum SAT of 1000 or ACT of 85; and

  (2) A core-course grade-point average of 3.000 or higher; and

  (3) A minimum of 15 core courses in Division I or 13 core courses in Division II (must have at least three in English, two in mathematics, two in natural or physical science, one additional English, mathematics, or natural or physical science and seven/five additional core courses in any subject area).

4. Academic Criteria Considered.

a. If a student-athlete fails to satisfy all of the above obvious waiver criteria, the staff may still consider the following components of the student-athlete's academic record.

  (1) All SAT/ACT exams, including residual exams administered on campus or subject-area exams (e.g., SAT Subject Tests).

  (2) Performance in college courses completed prior to initial full-time enrollment.

  (3) Performance on institutional placement exams.

  (4) Student-athlete's collegiate course schedule, including placement level.

  (5) The history and timing of completed core courses during the student-athlete's secondary school enrollment.

  (6) For international student-athletes from exam-based countries, year-to-year performance as indicated on official transcripts.

(7) Other elements of a student-athlete's academic record as determined by staff on a case-by-case basis. Such elements may include:

(a) The rigor of the courses taken by the student-athlete.

(b) Trending of the student-athlete's academic performance throughout his or her high school years.

b. The following academic credentials will NOT be considered as part of an initial-eligibility waiver:

(1) Coursework that does not satisfy the legislated definition of a core course. For example if a student-athlete completes coursework that is deemed not core through the core-course review process, this coursework will not be considered as part of the initial-eligibility waiver.

(2) Coursework that was invalidated through the prospective student-athlete review process. For example, if a student takes courses that are subsequently invalidated through the prospective student-athlete review process and; therefore, unusable in the initial-eligibility certification process, this coursework will not be considered as part of the initial-eligibility waiver.

(3) College-level coursework. Although the staff may consider documentation regarding the student-athlete's potential to be successful at a collegiate institution, it cannot consider coursework completed as a full-time college student unless that coursework is acceptable coursework for initial-eligibility purposes. In the context of a conditional waiver, the staff may condition relief on the attainment of a certain academic record during the student-athlete's first full-time term of collegiate enrollment.

5. Required Documentation.

Institutions are required to provide, at a minimum, the following supporting documentation with all initial-eligibility waiver requests:

a. A completed initial-eligibility waiver application via the AMA Online Case Management System;

b. All SAT and/or ACT scores, including any scores not listed on the NCAA Eligibility Center final certification report;

c. Letters or statements from the institution and student-athlete explaining the reasons for the deficiency;

d. Evidence of the student-athlete's academic record as outlined in the Data Analysis section;

e. Evidence of the compelling mitigating circumstance(s), if any, supporting the waiver request;

f. The student-athlete's final certification report from the NCAA Eligibility Center website, if applicable;

g. A copy of the student-athlete's transcript from each high school program attended; and

h. If applicable, an academic support plan that demonstrates how the student-athlete's individual efforts, course-schedule planning and use of academic resources (including appropriate accommodations for any education-impacting disability), will position the student-athlete to succeed academically during his or her initial year of full-time collegiate enrollment. An acceptable academic support plan must be signed by both the student-athlete and an institutional representative with academic oversight for the student-athlete.

   An academic support plan is required in all cases for which the high school core-course grade-point average is below 2.300. In addition, the NCAA staff reserves the right to require an academic support plan be submitted for any initial-eligibility waiver.

6. Information to Be Considered.

When reviewing an initial-eligibility waiver, the staff may consider any information submitted by the applicant institution. In addition to the required supporting documents, the following may be provided or requested by the staff:

a. Letters of recommendation or support;

b. Student-athlete's signed, written statement;

c. For waivers other than education-impacting disability waivers, case precedent provided by the applicant institution;

d. Evidence of misadvisement or a lack of advisement by the student-athlete's high school or by an NCAA member institution; and

e. Other information as requested.

7. Staff Decisions.

In analyzing all initial-eligibility waiver cases, the staff will review the student-athlete's academic record and weigh the student-athlete's academic record against the initial-eligibility deficiency and the mitigating circumstances presented as reasons for that deficiency.

a. Approvals.

As noted in the overview of the directive the threshold for receipt of a full approval is high for Division I student-athletes, in light of the recently adopted increase in initial-eligibility standards. The staff is granted the authority to approve waivers of initial-eligibility requirements as follows:

(1) When a student-athlete's academic record clearly demonstrates he or she is academically prepared for college-level work, as noted in the obvious waivers section of the document.

(2) Absent attainment of the obvious waiver criteria, when mitigating circumstances for a deficiency are presented such that absent those circumstances it is clearly evident that initial-eligibility requirements would have been met, a waiver may be approved.

(3) Special Circumstances: Rarely, circumstances surrounding a waiver request are so unusual that the NCAA Division I Academic Cabinet and NCAA Division II Academic Requirements Committee have authorized a “staff special” approval. These are unlikely to ever be replicated given the highly unusual nature of the circumstances but warrant relief. Such cases are reported annually for review to the Academic Cabinet and Academic Requirements Committee.

b. Partial Approvals.

The staff is granted the authority to partially approve waivers of initial-eligibility requirements in those circumstances that do not meet the criteria for either approval or denial.

(1) When a student-athlete's academic record does not meet the obvious waiver criteria and, based on the use of data analysis noted, does not project a likelihood of academic success during the initial year of full-time collegiate enrollment, but, there are mitigating circumstances present to warrant a partial waiver of initial-eligibility requirements, a waiver may be partially approved to permit the receipt of athletically related financial aid only.

(2) When a student-athlete's academic record does not meet the obvious waiver criteria but, based on the use of data analysis noted, demonstrates a likelihood of academic success during the initial year of full-time collegiate enrollment, and/or there are mitigating circumstances present to warrant a partial waiver of initial-eligibility requirements, a waiver may be partially approved for athletically related financial aid and practice.

The staff is also granted the authority to partially approve a waiver to allow for receipt of athletically related financial aid and limited participation in practice activities when his or her academic record, based on the data-analysis noted, minimally demonstrates a likelihood of academic success during the initial year of full-time collegiate enrollment, but there are mitigating circumstances present to warrant such a partial waiver of initial-eligibility requirements.

c. Conditional Approvals.

The staff is granted the authority to conditionally provide relief for waivers of initial-eligibility requirements as follows:

(1) When a student-athlete graduates from high school and enrolls early in a collegiate institution; and

(2) When the student-athlete's academic record demonstrates his or her academic readiness for college-level work, staff may partially approve an initial-eligibility waiver for the student-athlete to receive athletically related financial aid during the initial term of enrollment.

Further, the staff may condition partial approval of a waiver to permit athletically related financial aid and practice during the following term, or full approval of the waiver on the successful completion of academic requirements as determined by staff during the student-athlete's initial term in residence.

d. Denials.

The staff is granted the authority to deny waivers of initial-eligibility requirements as follows:

- When a student-athlete's academic record does not meet the legislated standards for initial eligibility and:

  (a) No mitigating circumstances are presented;

  (b) The mitigating circumstances are insufficient or do not tie directly to the deficiency; and/or

  (c) The student-athlete's academic record does not warrant partial relief.

8. Written Misadvisement Plans.

Misadvisement and lack of advisement by member institutions and high schools is not, unto itself, sufficient mitigation to warrant a full approval of initial-eligibility standards. In order for misadvisement and/or lack of advisement to serve as sufficient mitigation to warrant a full approval of initial-eligibility standards, the documentation received must *clearly demonstrate* that the student-athlete would have satisfied all initial-eligibility requirements absent the misadvisement and/or lack of advisement. Misadvisement and lack of advisement are not sufficient mitigation to provide full relief in cases where a student-athlete presents a core-course grade-point average/test score deficiency.

a. Institutional Misadvisement/Lack of Advisement.

In all initial-eligibility waivers citing institutional misadvisement or lack of institutional advisement as a mitigating circumstance, staff has the discretion on a case-by-case basis to request the following supporting documentation:

(1) A written statement of explanation from the person or persons responsible for providing erroneous information regarding initial-eligibility requirements;

(2) Contemporaneous documentation demonstrating the misadvisement (e.g., notes, phone logs);

(3) A written statement from the student-athlete in question demonstrating whether he or she, in good faith, relied on the erroneous information;

(4) The institution's recruitment history of the student-athlete;

(5) A written statement or plan from the institution regarding its actions to educate institutional staff in order to avoid misadvisement of future student-athletes. An institutional misadvisement plan may include, but is not limited to:

(a) Education sessions with coaches and other personnel who have a role in counseling student-athletes.

(b) Early placement of student-athletes on the Institutional Request List to identify potential deficiencies early.

(c) Work with the student-athlete's high school to obtain necessary records for initial-eligibility certification.

(d) No sole reliance on other entities (e.g., high school) for information.

(e) More careful evaluation of the student-athlete's transcript to ensure courses are on the high school's list of NCAA-approved core courses.

(f) Advice and encouragement on the completion of additional core courses and/or standardized exams.

b. High School Misadvisement/Lack of Advisement.

In all initial-eligibility waivers citing high school misadvisement or lack of institutional advisement as a mitigating circumstance, staff has the discretion on a case-by-case basis to request the following supporting documentation:

(1) Written documentation from the individual at the high school who provided erroneous information;

(2) A written statement from the individual in question demonstrating whether the student-athlete, in good faith, relied on the erroneous information.

Lack of advisement may be submitted as mitigation if the person or persons at the high school were advising a student-athlete regarding meeting high school graduation requirements, even if those conflict with initial-eligibility requirements.

9. Analysis of Mitigating Circumstances.

The following provides an overview of the mitigating circumstances used to support a request for an initial-eligibility waiver. All mitigating circumstances submitted to support an initial-eligibility waiver request are analyzed to determine whether those circumstances impacted the student-athlete's ability to satisfy initial-eligibility requirements and whether the mitigating circumstances were partially or fully within the control of the student-athlete. As noted in the overview, the threshold for receipt of full relief from initial eligibility is high for Division I student-athletes, in light of the recent increases to initial-eligibility standards.

a. Personal Hardship.

Staff may approve waivers involving a student-athlete when circumstances that contributed directly and clearly to a student-athlete's failure to satisfy initial-eligibility requirements are present. In such scenarios:

(1) The circumstances must be out of the student-athlete's control;

(2) The circumstances must involve the student-athlete, the student-athlete's family members, or an individual or individuals with whom the student-athlete has an existing relationship; and

(3) Documentation must be provided to clearly demonstrate the circumstances in question had a direct impact on the student-athlete's deficiency.

b. Presentation of Nontraditional Coursework.

- A student-athlete's completion of courses that do not satisfy the legislated definition of a core course and courses invalidated through the prospective student-athlete review process, may NOT be considered as misadvisement in the analysis of a waiver case.

c. Institutional Misadvisement/Lack of Advisement.

(1) The documentation must clearly demonstrate that but for the misadvisement or lack of advisement, the student-athlete would have satisfied all initial-eligibility requirements.

(2) Assertions of high school misadvisement or lack of advisement should be tied to a student-athlete's nonrecruited status at the time of the misadvisement.

d. Nonrecruited Status.

(1) Nonrecruited status cannot be used as the sole mitigation to support a full waiver of initial-eligibility requirements. It may support partial waiver relief.

(2) If an institution asserts late recruitment in support of a waiver request, the student-athlete's awareness and knowledge of initial-eligibility requirements may be factored into the staff's analysis.

e. Lost Academic Opportunity.

- If a student-athlete loses an academic opportunity (e.g., a full academic term or terms) due to extenuating circumstances including, but not limited to, an incapacitating injury or illness, extreme financial difficulty, civil unrest or a natural disaster, staff may consider coursework replacing that lost opportunity, even if such coursework is completed outside the applicable core-course time limitation.

f. Student-Athlete Repeating Year of High School.

Staff may approve waivers involving a student-athlete whose grade level is reclassified and he or she subsequently completes coursework outside the core-curriculum time limitation using the following criteria:

(1) The student-athlete's reclassification resulted in the successful completion of post-eighth semester coursework;

(2) The institution recruiting the student-athlete did not have an opportunity to advise the student-athlete to attempt to rectify any core-course deficiency within the student-athlete's first eight semesters of high school;

(3) The student-athlete's only deficiency is one core-course unit of English, and he or she completed an additional unit of English subsequent to his or her eighth semester of enrollment;

[Note: The staff may consider core-course deficiencies in subject areas other than English on a case-by-case basis]

(4) The student-athlete meets all other initial-eligibility requirements; and

(5) Any other relevant considerations (e.g., overall academic record, high test score, etc.)

g. International Cases.

(1) Test-Score Time Limitation.

When an international student-athlete triggers full-time enrollment at an international institution that does not require an SAT or ACT and; therefore, is not able to present a standardized test score within the applicable time limitation, the following guidelines are applicable:

(a) No recruiting contact with <u>any</u> NCAA institutional staff member prior to initial full-time enrollment in a collegiate institution; and

(b) Minimum required test score was achieved on the individual's initial taking of either the ACT or SAT.

(c) The student-athlete's academic record (optional).

(2) Academic Curriculum/Track.

When an international student-athlete chooses an academic track pursuant to his or her home country's program at an early age (e.g., 13 or 14) and that track does not require an academic subject that is required for NCAA initial eligibility, and he or she presents a core-course deficiency no more than two core-course units in social science/physical science and there is also either late recruitment or no recruitment history, staff will consider the following in support of the waiver request:

(a) The strength of the student-athlete's academic record (e.g., test score, core-course grade-point average);

(b) Whether the student-athlete attempted to rectify the deficiency?

(c) Whether the student-athlete completed higher level coursework?

(3) Split Files.

Occurs when a student-athlete graduates from an educational system other than the one in which he or she began secondary school.

(a) Delayed graduation issue: Student-athlete's date of graduation is based on the country in which he or she began secondary education.

(b) Key factors to consider:

i. Did the student-athlete have control over the reclassification?

ii. When is the academic year (e.g., September through June; January through December)?

iii. Was the student-athlete appropriately placed in a grade level based on the objective evidence or records at hand?

iv. Was the reclassification based on a language barrier?

aa. What courses were completed after the core-course time limitation?

bb. Does the student-athlete rectify the core-course deficiency (with the inclusion of one additional year of coursework versus multiple years)?

cc. What is the strength of the student-athlete's overall academic record?

dd. Was the student-athlete mainstreamed by his or her high school?

i. Coursework Completed Prior to Grade Nine.

Staff may consider core courses completed prior to grade nine, even if the student-athlete's high school did not award graduation credit for the course, provided the student-athlete's transcript verifies successful completion of the course and he or she demonstrated progression in that academic subject area.

j. Other Circumstances.

There are some circumstances presented in an initial-eligibility waiver case that may not be viewed in a light most favorable to the applicant institution and student-athlete. These circumstances include but are not limited to:

- High school grading scale (e.g., seven-point scale). Standing alone, a high school's grading scale is not viewed as compelling mitigation to provide relief for a core-course grade-point average deficiency.

Discussion Document
NCAA Division I Legislative Council
Subcommittee for Legislative Relief Requests in 2011-12:
Transfer Residency Requirement Waivers

The following document outlines the two waiver requests that were received in 2011-12 requesting relief from the transfer year-in-residence requirement for student-athletes transferring from institutions that are subject to postseason competition ineligibility based on receipt of historical penalties. Per the NCAA Division I Committee on Academic Performance's policies, NCAA staff supporting the committee is able to provide a recommendation to the NCAA staff supporting the NCAA Division I Legislative Council Subcommittee for Legislative Relief regarding whether the waiver request should be approved. Annually, the staff will provide a summary of these recommendations to the committee, which is the purpose of this document.

In each decision report provided to an institution after a penalty hearing where postseason competition eligibility is involved it is noted that the Committee on Academic Performance may:

> Recommend to the Subcommittee for Legislative Relief that the one-year residence requirement be waived for a student-athlete who transfers to a member institution to continue the student-athlete's opportunity for full participation in a sport because the student-athlete's original institution is ineligible for postseason competition for the student-athlete's remaining seasons of competition [NCAA Bylaw 14.8.2-(e)].

Each report goes on to note the following:

> With respect to waiver of the transfer residency requirement, pursuant to Bylaw 14.8.2, only the Subcommittee for Legislative Relief has the authority to waive the required residence period. Therefore, requests for relief must be submitted by a member institution through the regular Subcommittee for Legislative Relief waiver submission process. However, when a request cites as a rationale the student-athlete's former team being ineligible for postseason competition due to an NCAA Division I Academic Performance Program (APP) penalty for the remainder of a student-athlete's seasons of eligibility, the NCAA staff, at the discretion of the committee will have an opportunity to review the request and make a recommendation to the Subcommittee for Legislative Relief. Prior to providing a recommendation to the Subcommittee for Legislative Relief, the NCAA staff will specifically examine the academic impact of the proposed transfer, including:
>
> 1. The student-athlete's career NCAA Division I Academic Progress Rate (APR) eligibility and retention point history;
>
> 2. The student-athlete's grade-point average and credit hours earned; and
>
> 3. The impact of the transfer on the student-athlete's anticipated date of graduation.
>
> The legislative relief waiver will then be reviewed in accordance with the Subcommittee for Legislative Relief policies and procedures. At this time, the committee will withhold any decision on whether it will recommend waiving the residence requirement for any individual student-athlete until the NCAA staff has an opportunity to review a particular

request. Finally, if one of the applicable [Institution] student-athletes (i.e., a student-athlete entering his final year of athletics eligibility) is granted a waiver of the transfer residency requirement, and ultimately does transfer to another institution, [Institution] will be granted an adjustment of the lost retention point for that student-athlete, if applicable. The eligibility point will be earned based on the student-athlete's academic performance.

The NCAA staff reviewed two waiver requests of the above policies over the past year. Both student-athletes were requesting a waiver of the transfer residence requirement based on his team being deemed ineligible for postseason competition. The following chart provides a summary of those two requests, the staff decision and rationale.

Sport	Men's Basketball	Football
General Academic Record	• Student-athlete (SA) was a 4-2-4 transfer. • SA enrolled at institution for 2010 fall term. • 2010 fall term: SA attempted 15 credit hours and earned 12 with a 1.600 GPA. • 2011 spring term: SA attempted 12 hours and earned nine with a 1.750 GPA. • 2011 summer term: SA attempted and earned three credit hours with a 2.000 GPA. • SA received three out of four possible APR points in 2010-11.	• 2007 fall term: Student-athlete enrolled at Institution A as a nonqualifier. • 2008-09, 2009-10, and 2010-11 academic years: SA practiced, competed and received aid. • At the conclusion of the 2011 spring term, SA completed his degree requirements at Institution A and graduated with a 2.880 cumulative GPA. • SA earned the "E" and "R" point every term at Institution A. • SA was conditionally admitted into a master of science program at Institution B.
Decision	Staff did **not recommend approval** of transfer residency requirement waiver.	Staff **recommended approval** of transfer residency requirement.
Rationale	• Review of SA's career APR eligibility and retention point history; • SA's GPA and credit hours earned. • SA contributed to the low APR of the men's basketball team.	• SA has graduated with an undergraduate degree from Institution A. • SA maintained a 2.880 GPA; • Has never lost an APR point during his time at Institution A.

Academic Data Collection for Two-Year College Transfer Student-Athletes

Background.

At its October 2008 meeting, the NCAA Division I Committee on Academic Performance approved the collection of data related to the academic performance of two-year college transfer student-athletes while at their respective two-year institution(s). Such data collection was recommended by several groups within the Division I governance structure who have reviewed the academic performance of two-year college transfer student-athletes, including the NCAA Division I Basketball Academic Enhancement Group, the NCAA Division I Football Academic Working Group, the NCAA Division I Academic Cabinet and the NCAA Two-Year College Relations Panel. Each group noted the need for continued research regarding the academic performance of these transfers, particularly while at their two-year colleges.

Effective with the collection of the 2008-09 Academic Performance Census (APC) data in fall 2009, each institution submitting data for the APC also was required to submit data on its two-year college transfers for baseball, men's and women's basketball and football. During the 2008-09 data collection, institutions provided data on all two-year college transfer student-athletes in the 2008-09 cohort. In subsequent years, data for the most recent entering two-year college class are provided. Last spring, this data collection was extended for two additional years by the Academic Cabinet (i.e., data to be submitted fall 2011 and fall 2012).

At the end of the two-year extension, the Academic Cabinet and Committee on Academic Performance will determine if any changes should be made to the list of data collection elements and/or to the data collection process. The fall 2012 APC data collection will mark the end of the two-year extension and, therefore, it is appropriate at this time for the Academic Cabinet and Committee on Academic Performance to consider the collection of this data in future cycles.

Academic Data Collection for Two-Year College Transfer Student-Athletes.

The Academic Cabinet and Committee on Academic Performance approved the following list of academic data items to be collected as part of the APC that will help to identify the academic profile of a successful two-year college transfer.

1. Number and names of two-year college(s) attended.

2. Total number of credits earned at two-year college(s).

3. Total number of English credits earned at two-year college(s) and the number of these credits that were transferable to the four-year institution.

4. Total number of math credits earned at two-year college(s) and the number of these credits that were transferable to the four-year institution.

5. Total number of science credits earned at two-year college(s) and the number of these credits that were transferable to the four-year institution.

6. Total number of physical education activity credits earned at two-year college(s) and the number of these credits that were transferable to the four-year institution.

7. Total number of transferable credit hours applicable toward the student-athlete's declared degree program at the four-year institution at the time of transfer.

8. *Total number of remedial credits the student-athlete is required to take at the entering four-year institution, including identification within one of the following subjects:

   a. English.

   b. Math.

   c. Science.

   d. Other.

9. Overall two-year college grade-point average.

10. Four-year institution degree transfer credit grade-point average.

11. Graduation status at the two-year college.

12. Total number of terms of full-time enrollment by the student-athlete at the two-year college where he or she graduated/most recently attended.

13. *Total number of credit hours earned at the two-year college where the student-athlete graduated/most recently attended.

14. *Total number of credit hours earned by the student-athlete during the academic term (regular or summer) immediately prior to transfer to the four-year institution.

15. Number of seasons of competition used at the two-year college(s).

16. NCAA initial-eligibility status.

Summary of Data Collected Fall 2009 (2008-09 Cohort).

Sport	Number of 2-4 Transfers	Number of Institutions	Range Per Institution
Baseball	1,423	239	1-22
Men's Basketball	690	227	1-12
Women's Basketball	426	190	1-7
Football	1,422	190	1-28
Total	3,961*	336	

*(*Total includes all two-year college transfers in the 2008-09 cohort. All subsequent data collection required institutions to only submit the requested data on any NEW two-year college transfers.)*

Summary of Data Collected Fall 2010 (2009-10 Cohort).

Sport	Number of 2-4 Transfers	Number of Institutions	Range Per Institution
Baseball	720	200	1-17
Men's Basketball	345	169	1-8
Women's Basketball	205	123	1-5
Football	594	155	1-26
Total	1,864	287	

Summary of Data Collected Fall 2011 (2010-11 Cohort).

Sport	Number of 2-4 Transfers	Number of Institutions	Range Per Institution
Baseball	689	205	1-12
Men's Basketball	357	183	1-7
Women's Basketball	190	117	1-6
Football	612	164	1-20
Total	1,848	288	

Options for Consideration.

Option No. 1: Make the current two-year college transfer student-athlete data collection process a permanent element of the APC for the four sports.

Option No. 2: Continue the two-year college transfer student-athlete data collection process for the four sports for two additional data cohorts (i.e., 2012-13 and 2013-14) with a reassessment at the end of that time.

Option No. 3: Discontinue the two-year college transfer student-athlete data collection following submission of the 2011-12 APC data.

Option No. 4: Continue with a modified data collection on a permanent basis for the four sports with the following data items:

1. Number and names of two-year college(s) attended.

2. Total number of credits earned at two-year college(s).

3. Total number of English credits earned at two-year college(s) that were transferable to the four-year institution.

4. Total number of math credits earned at two-year college(s) that were transferable to the four-year institution.

5. Total number of science credits earned at two-year college(s) that were transferable to the four-year institution.

6. Total number of physical education activity courses taken at two-year college(s).

7. Total number of transferable credit hours applicable toward the student-athlete's declared degree program at the four-year institution at the time of transfer.

8. Overall two-year college grade-point average.

9. Grade-point average for transferable credit.

10. Graduation status at the two-year college.

11. Total number of terms of full-time enrollment by the student-athlete at the two-year college where he or she graduated/most recently attended.

12. Number of seasons of competition used at the two-year college(s).

13. NCAA initial-eligibility status.

Staff Recommendation.

The staff recommends Option No. 4. This will allow the NCAA research staff and various governance groups to consider additional two-year college transfer student-athlete data, as well as to monitor the impact of the recently adopted legislation related to two-year college transfers. The data collection will also provide data on the outcomes (e.g., graduation) of two-year college transfers in prior cohorts, which may provide additional insights on the profile of a successful two-year college transfer. Lastly, this option was supported by the Academic Cabinet at its February 2012 meeting.

Summary of Application of NCAA Division I Academic Performance Program Occasion-Two Historical Penalties Taken in the 2010-11 Academic Year

Background.

The 2010-11 academic year marked the third year NCAA Division I teams were required to impose NCAA Division I Academic Performance Program (APP) Occasion-Two Historical Penalties and the second year Division I teams were required to impose APP Occasion-Three Historical Penalties. The APP Penalty Guide outlines the requirements for reporting the imposition of these penalties. Such penalties must be reported to the NCAA national office on an annual basis. If an institution fails to impose any element of the penalty, the institution is required to report a violation to the NCAA enforcement staff. This document serves as a report to the NCAA Division I Committee on Academic Performance as to the outcome of this review.

2010-11 Findings.

Twenty-three teams representing 20 institutions were required to take an Occasion-Two Historical Penalty in 2010-11. Seven teams representing seven institutions took an Occasion-Three Historical Penalty. The staff requested 2010-11 squad lists to document that scholarship penalties were imposed and practice logs to demonstrate that practice time was reduced. The staff also requested a narrative explaining how the practice time was replaced with academic time. Finally, baseball teams also had to demonstrate that the season was reduced with a declaration-of-playing-season document and a completed schedule.

Of the 30 teams, 19 presented acceptable documentation to demonstrate that the penalties were correctly imposed. Eleven teams did not take the penalty or did not take it as prescribed by the Committee on Academic Performance. Two institutions reported secondary infractions for the failure to take the penalty as prescribed prior to responding to the staff's request for proof that the penalty was taken.

Occasion-Two Historical Penalty Institutions.

Institution	Team	Penalty Imposed?
Arkansas State University	Men's Basketball	No
Ball State University	Men's Basketball	No
California State University, Fullerton	Men's Track, Outdoor	No
California State University, Northridge	Men's Basketball	Yes
Chicago State University	Men's Basketball	No
Chicago State University	Women's Track, Indoor	No
Coppin State University	Baseball	Yes
Grambling State University	Men's Basketball	No
Idaho State University	Football	No
Jackson State University	Football	Yes
University of Maryland, Eastern Shore	Baseball	No
McNeese State University	Men's Track, Indoor	Yes
McNeese State University	Men's Track, Outdoor	Yes
Morgan State University	Men's Basketball	Yes
Morgan State University	Football	Yes
Nicholls State University	Women's Basketball	Yes
North Carolina A&T State University	Football	No
University of Louisiana at Monroe	Men's Basketball	No
Prairie View A&M University	Baseball	No
University of South Alabama	Men's Basketball	Yes
Southern University, Baton Rouge	Men's Basketball	Yes
Southern Utah University	Men's Basketball	Yes
University of Tennessee, Chattanooga	Women's Soccer	Yes

Occasion-Three Historical Penalty Institutions.

Institution	Team	Penalty Imposed?
University of Alabama at Birmingham	Men's Basketball	Yes
Florida International University	Baseball	Yes
Portland State University	Men's Basketball	Yes
Southeastern Louisiana University	Men's Basketball	Yes
University of Tennessee at Chattanooga	Football	Yes
Texas Southern University	Men's Basketball	Yes
Weber State University	Football	Yes

Institutions that Fail to Take a Penalty as Prescribed.

The institutions that did not take their Occasion-Two Historical Penalty as prescribed by the Committee on Academic Performance have all been notified that they will have to file a secondary violation, if that has not already been done. The staff has informed the enforcement staff and they will process those cases once they are received. Penalties vary depending on the element that was not taken, but they generally result in a two-for-one penalty.

Summary of NCAA Division I Academic Performance Program Penalty Waiver Staff Decisions

2011-12 Academic Year

Under the authority of the NCAA Division I Committee on Academic Performance, the NCAA staff must make initial decisions on all NCAA Division I Academic Performance Program (APP) Level-One Penalty waiver requests. Using the APP Penalty Waiver Directive, the staff may approve (with or without conditions), partially approve (with or without conditions) or deny a Level-One Penalty waiver request. The staff must perform the preliminary review of all Level-Three APP Penalty waiver request and may approve or partially approve those cases, with or without conditions.

The staff has rendered the following decisions on APP penalty waiver requests this year:

Requests for Waivers of Level-One APP Penalties.

Institution/Sport	Ineligible for Postseason Competition?	Waiver Request	Staff Decision
California State University, Bakersfield/men's basketball	Yes	Postseason ineligibility and practice penalty.	Denied
Central Connecticut State University/men's soccer	Yes	Postseason ineligibility and practice penalty.	Denied
Hampton University/football	Yes	Postseason ineligibility only.	Denied
Idaho State University/softball	No	Practice penalty.	Conditionally approved
Towson University/men's basketball	Yes	Postseason ineligibility only.	Denied
University of California, Riverside/men's basketball	Yes	Postseason ineligibility and practice penalty.	Denied
University of Connecticut/men's basketball	Yes	Postseason ineligibility only.	Denied
University of North Carolina, Wilmington/men's basketball	Yes	Postseason ineligibility only.	Denied
University of Northern Colorado/men's wrestling	Yes	Postseason ineligibility and practice penalty.	Denied

Requests for Waivers of Level-Three APP Penalties.

Institution/Sport	Ineligible for Postseason Competition?	Waiver Request (Proposed Penalties)	Staff Decision
Chicago State/men's basketball	Yes	Waive postseason ineligibility. Impose Level One. Impose Level Two.	Conditionally approved
Gardner-Webb University/men's wrestling	No	Impose Level-One and Level-Two. One scholarship reduction, reduce off-campus recruiting opportunities by two per prospect and reduce off-campus contacts by one per prospect.	Conditionally approved
Idaho State University/football	Yes	Impose postseason, ineligibility, Level-One and Level-Two. Five percent scholarship reduction, academic standards for incoming student-athletes for practice in first year, ineligibility for spring practice with the team if not eligible in spring, two additional required study hall hours per week for the entire team for a total of six required study hall hours, on-campus living for all freshman football student-athletes, no off-campus recruiting in spring 2013 and the number of coach positions will be reduced by one and replaced with a team academic position.	Conditionally approved

University of Arkansas/men's basketball	No	Waive Level-One and Level-Two.	Conditionally approved
University of Louisiana, Monroe/men's basketball	Yes	Waive postseason ineligibility, impose Level-One, Level-Two and an academic requirement for postseason participation for all men's basketball student-athletes. Placement of the program into "receivership" under the purview of the Presidential Athletics Task Force, limited recruiting and admission of student-athletes and imposition of stringent penalty structure for unsatisfactory academic performance of current student-athletes.	Conditionally approved
Tennessee State University/women's volleyball	No	Impose Level-One. Ten percent reduction in contests and length of season, coach suspended for two games and limit 2012-13 evaluation days to 20 (from 80).	Conditionally approve

Refer To Supplement No. 19

- Refer to Supplement No. 19, pages 66 – 75.

Note: Pages 69-70 contain committee decision considerations.

Summary of Recommendations from the Historically Black Colleges and Universities (HBCU) and Limited Resource Institutions Academic Advisory Group

At its December meeting, the HBCU Advisory Committee charged the subcommittee with developing recommendations for consideration by the full advisory committee. The subcommittee met January 13, 2012, in Indianapolis and puts forward the following recommendations for consideration by the advisory group. The subcommittee separated the recommendations into three categories; recommendations regarding the transition to a 930 NCAA Division I Academic Progress Rate (APR), recommendations once the new benchmark is fully implemented and other recommendations to assist limited-resource institutions (defined as those schools falling into the bottom 15 percent of Division I on the NCAA's resource composite) in meeting the new benchmark.

Recommendation for Transition to 930 for Limited Resource Institutions:

The subcommittee discussed the need for a four-year transition for limited-resource institutions to the 930 APR benchmark. In addition, the group discussed the importance of ensuring a team is making improvement during that time and showing a trend toward reaching the 930 goal by 2016-17.

The current transition period adopted by the NCAA Division I Board of Directors provides for a staggered approach for meeting 930 with the first two years of that transition period remaining at 900. In addition, it provides for an alternative means to avoid ineligibility for postseason competition by averaging 930 over your two most recent years in 2012-13 and 2013-14 and 940 over your two most recent years in 2014-15 and 2015-16. The subcommittee recommends the following as it relates to the transition to 930 for limited-resource institutions:

1. Establish a more gradual move to 930 for limited-resource institutions. Specifically, 900 would be the benchmark in 2012-13 and 2013-14, 910 in 2014-15 and 920 in 2015-16. For 2016-17 the penalty benchmark would be 930. This will provide limited-resource institutions with the ability to work more gradually toward reaching the goal of 930.

2. Allow for an additional improvement filter during the transition period that allows for teams that are trending toward the appropriate benchmark to be provided relief from both the access to championships component and the penalties. Specifically, the group recommends using the current improvement filter that has been in place as part of the NCAA Division I Academic Performance Program (APP). Application of the prior improvement trending test allows limited-resource institutions to receive credit for making significant trending toward the new 930 benchmark. Improvement for this group of institutions would be defined as:

    a. Meeting any one of the five current trending tests for improvement:

        - Most recent single-year APR significantly higher than previous single year APR.

- Most recent single-year APR significantly higher than the multiyear APR for the previous two years combined.

- Most recent single-year APR significantly higher than the multiyear APR for the previous three years combined.

- Multiyear APR for most recent two years combined significantly higher than the multiyear APR for the previous two years combined.

- Multiyear APR for past three years combined higher than the single-year APR from the year prior to that three-year period.

b. Meeting a particular floor on the most recent single-year APR. The floor would be 900 in the 2012-13 and 2014-15 academic years and 930 in the 2014-15 and 2015-16 academic years; and

c. These recommendations apply to both the postseason access and the penalties associated with Levels One, Two and Three.

Below is a chart of the recommended transition as it would apply to limited resourced institutions. Institutions that meet any of the following criteria would by fully compliant with APP standards:

2012-13	2013-14	2014-15	2015-16	2016-17
Four-year APR of 900 OR	Four-year APR of 900 OR	Four-year APR of 910 OR	Four-year APR of 920 OR	Four-year APR of 930
Average two most recent years of 930 OR	Average two most recent years of 930 OR	Average two most recent years of 940 OR	Average two most recent years of 940 OR	
Meet current improvement trending test (minimum single year APR in most recent year=900)	Meet current improvement trending test (minimum single year APR in most recent year=900)	Meet current improvement trending test (minimum single year APR in most recent year=930)	Meet current improvement trending test (minimum single year APR in most recent year=930)	

Recommendations Once Transition Fully Implemented:

1. The subcommittee recommends that further examination be done related to the retention component of APR as it relates to limited-resource institutions. Specifically, the subcommittee indicated that it was concerned with institutions that are not achieving the 930 minimum on the eligibility side of the equation; however, noting the mission of

many limited-resource institutions, meeting the retention component may continue to prove to be challenging. It was noted that students on many of the limited-resource institution's campuses leave college for a variety of reasons unrelated to athletics. Student-athletes, thus also leave campus for reasons unrelated to athletics. Consideration of this, based on the mission of these institutions, would assist in a better assessment of the academic success of the institution. Based on the available data, the advisory group and the NCAA Division I Committee on Academic Performance could consider if there is merit to separately examining the eligibility and retention rates of teams at limited-resource institutions and considering relief if APR problems were related to retention only. To that end, NCAA research staff will provide data on the impacts of retention issues on historical penalties within the limited-resource institutions for further review.

Other Recommendations to Assist Limited-Resource Institutions in Meeting APR Benchmarks:

1. Use presidents serving on the advisory group to engage other presidents in the HBCU community. Presidential commitment and oversight of APR on individual campuses is essential to the success of each institution in meeting the benchmarks. Engagement at conference meetings and other group settings is essential.

2. Greater faculty athletics representative (FAR) involvement in assisting institutions in implementing improvement plans and working toward the 930 benchmarks. Explore using the APP Supplemental Support Fund to fund FAR release time, programming and attendance at the Faculty Athletics Representative Association (FARA) to create greater FAR engagement on individual campuses.

3. Conduct NCAA visits to HBCU campuses to meet with presidents, senior management teams, directors of athletics and other appropriate staff. Campus visits will provide NCAA staff an opportunity to provide education on APR, assist with best practices and also gain a better understanding of the culture of each campus.

4. Engage directors of athletics through conference initiatives.

5. Encourage enhancement and greater use of the Limited Resource Collaboration Zone. Use as a mechanism to share ideas, communicate with institutions and provide best practices.

6. Develop partnership with the National Association of Academic Advisors for Athletics (N4A) to establish a program for peer review of academic support programs and policies to assist institutions in meeting benchmarks.

7. Establish best practice documents for transitional periods on campus. Specifically, coaching change on campuses creates significant challenges for a team to meet APR benchmarks. Establishing best practices to assist an institution with all components of risk during transition will assist in creating awareness and ultimately an institutional plan for transition.

8. Provide advisory group and the Committee on Academic Performance with annual updates on the progress of limited-resource institutions moving toward the 930 benchmark. This will provide the opportunity for appropriate interventions for teams that are not progressing toward the established benchmark.

9. Ensure ad hoc representation from advisory committee at all Committee on Academic Performance policy meetings.

10. Provide education to limited-resource institutions regarding initial-eligibility and two-year college transfer legislative changes. Encourage limited-resource institutions to share educational materials with prospect age student-athletes.

REPORT OF THE
HBCU AND LIMITED RESOURCE INSTITUTIONS
ACADEMIC ADVISORY GROUP
DECEMBER 12, 2011, MEETING

***ACTION ITEMS*.**

- **None.**

***INFORMATIONAL ITEMS*.**

1. **Charge of the Advisory Group.** The advisory group reviewed its charge of providing advice and feedback regarding the standards, penalties, policies and procedures recommended by the NCAA Division I Committee on Academic Performance. Additionally, this advisory group will develop and recommend strategies and mechanisms to assist limited resourced institutions in the NCAA Division I Academic Performance Program (APP).

2. **Participation by Members of the Black Sports Scholars Roundtable.** The Black Sports Scholars Roundtable (http://wsb.wharton.upenn.edu/social-roundtable.html) was formed March 12, 2010, in San Francisco, California. The initial gathering was convened by the Wharton Sports Business Initiative. The periodic roundtable sessions develop collective opinions on the cutting edge social, economic, business and legal issues in sports today. The roundtables develop in-depth analysis of related issues for policy impact.

   Mark Emmert and Bernard Franklin were approached by the roundtable regarding ways in which it could assist and provide support to the NCAA. Professor Fritz Polite (University of Tennessee, Knoxville), Dr. Ketra Armstrong (University of Michigan) and Dr. Eddie Comeaux (University of Kentucky) were invited to observe the advisory group's meeting in an effort to determine how and where the Black Sports Scholars Roundtable could engage with the HBCU and Limited Resource Institutions Academic Advisory Group.

3. **Discussion of Changes Recently Adopted by the NCAA Division I Board of Directors (APP and Initial-Eligibility Standards).** The advisory group had a very robust discussion regarding the changes to the APP, initial-eligibility standards and two-year college transfer requirements. The discussion included an assessment of the potential impact of the changes on HBCU and limited resource institutions; strategies for ensuring the inclusion of the voice and perspectives of HBCU and limited resource institutions; assessment of the measures of academic success and whether there are other factors that should be considered given the uniqueness of HBCU and limited resource

institutions; suggestions/strategies for creating success in the APP; and eligibility criteria and success of the NCAA Division I Academic Performance Program Supplemental Support Fund. Given the volume of suggestions resulting from the discussion, a subcommittee was created to review, vet in detail and prioritize these suggestions. The subcommittee includes Jan Blade, Vivian Fuller, Teresa Phillips and Floyd Kerr. After meeting in January 2012, the subcommittee will provide a report to the full advisory group which will be used to develop a list of suggestions that will be forwarded to the Committee on Academic Performance.

4. **Development of Collaborative Effort with Other Organizations.** Jennifer Strawley provided a brief overview of an opportunity for the engagement of the services of the National Association of Academic Advisors for Athletics (N4A). A subcommittee was created to contact N4A to continue this discussion, gather further details and begin development of the appropriate way to have further interaction between N4A and HBCU and limited resource institutions. The subcommittee includes Sonja Stills and Teresa Phillips and it will provide an update to the entire advisory group during its next conference call.

5. **Investigation of Tools to Assist Academic Success.** Wendy Walters provided an update regarding the national offices' activities to find tools to assist HBCU and limited resources institutions in the APP. In the fall 2012, the national office is planning a two-year pilot of learning enhancement tools/services with a few HBCU and limited resource institutions. The cost of this pilot would be covered by the NCAA. The Request for Proposal process has just begun and members of the advisory group were asked to consider whether their institution would be interested in participating in the pilot.

6. **Future Meetings.** The advisory group will meet via a conference call or videoconference in January or February 2012.

Committee Chair: *John Rudley, Texas Southern University, Southwestern Athletic Conference*
Committee Vice Chair: *George Cooper, South Carolina State University, Mid-Eastern Athletic Conference*
Staff Liaison(s): *Bernard Franklin, Membership and Student-Athlete Affairs, Office of Inclusion*
Wendy Walters, Membership and Student-Athlete Affairs

December 12, 2011	
Attendees	Absentees
Carray Banks, Norfolk State University	Charlie Nelms, North Carolina Central University
Jan Blade, Delaware State University	Williams Brown, Prairie View A&M University
Doze Butler, Southern University & A&M College	
Sonja Clayton-Pedersen, Chicago State University	
George Cooper, South Carolina State University	
Keith Davidson, University of Maryland, Eastern Shore	
Vivian Fuller, Jackson State University	
Lonza Hardy, University of Arkansas, Pine Bluff	
Floyd Kerr, Morgan State University	
Donna Oliver, Mississippi Valley State University	
Sharon Perkins, Grambling State University	
Teresa Phillips, Tennessee State University	
John Rudley, Texas Southern University	
Portia Shields, Tennessee State University	
Ronald Slaughter, Alabama A&M University	
Etienne Thomas, North Carolina Central University	
Wayne Watson, Chicago State University	

Other Participants

Ketra Armstrong, University of Michigan
Andy Cardamone, NCAA, Academic and Membership Affairs
Bob Chichester, NCAA, Membership and Student-Athlete Affairs
Edward Comeaux, University of Kentucky
Tiandra Finch, NCAA, Membership and Student-Athlete Affairs
Bernard Franklin, NCAA, Membership and Student-Athlete Affairs ,Office of Inclusion
Ryan Hall, NCAA, Academic and Membership Affairs
Cari Klecka, NCAA, Membership and Student-Athlete Affairs
Fritz Polite, University of Tennessee, Knoxville
Bill Regan, NCAA, Academic and Membership Affairs
Duer Sharp, Southwestern Athletic Conference
Sonja Stills, Mid-Eastern Athletic Conference
Jennifer Strawley, NCAA, Academic and Membership Affairs
Robert Vowels, NCAA, Membership and Student-Athlete Affairs
Wendy Walters, NCAA, Membership and Student-Athlete Affairs

Supplement
No. 16
To Be Distributed
at the meeting

REPORT OF THE NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE SUBCOMMITTEE ON DATA COLLECTION AND REPORTING FEBRUARY 7, 2012, TELECONFERENCE

***ACTION ITEMS*.**

1. Legislative Items.

- None.

2. Nonlegislative Items.

a. The NCAA Division I Committee on Academic Performance (APP) Data Review Process.

(1) Recommendation. The NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting recommends the NCAA Division I Committee on Academic Performance approve the recommended changes to the APP data review process as follows:

a. Add the following criteria as one of the potential reasons for selection for the data review process. "Institutions with a team(s) with a multiyear NCAA Division I Academic Progress Rate [APR(s)] ranging from 910 to 950";

b. Eliminate the review of contemporaneous penalties and the APR Improvement Plans from the APR data review process;

c. Revise the data review process to allow staff to select full teams, based primarily on current multiyear APRs, to review in place of the 10 percent sample of all teams;

d. Combine the Graduation Success Rate (GSR) data review with the APR data review, selecting the same schools for both reviews;

e. Create the ability to select additional institutions for review when deemed appropriate based on APR and GSR scores; and

f. Amend the GSR review procedures to include the ability to review the three most recent years of data and to review a sample of teams based on GSR scores and/or inclusion in the APR data review.

(2) Effective Date. Immediate for institutions selected for 2012-13 data reviews and thereafter.

(3) Rationale. The new APP penalty structure and the addition of an academic component for access to postseason competition have increased the importance of ensuring the accuracy of teams' APRs. The proposed changes place more focus on those teams within close proximity to the APR penalty and access to postseason benchmarks, while continuing to ensure overall accuracy of the APR and GSR data submitted each year. The changes will also provide a shorter timeframe for completing these reviews. It is anticipated that the majority of the reviews under this new structure can be completed prior to the public release of APR data in the summer.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

b. Impact of the APR Data Review Outcomes on APP Penalties.

(1) Recommendation. The subcommittee recommends the Committee on Academic Performance amend it policies and procedures to eliminate the policy requiring teams to be advanced within the APP penalty structure if an APR data review demonstrates the team avoided penalties in the past due to incorrect APR data.

(2) Effective Date. Immediate; for institutions selected for 2012-13 data reviews and thereafter.

(3) Rationale. This policy was adopted in 2010, prior to the implementation of the new APP penalty structure and the addition of an academic component for access to postseason competition. The intent of this policy was to ensure that teams were not purposefully delaying a ban from postseason competition by incorrectly reporting their APR data. With the new APP structure, access to postseason competition is now tied to an APR benchmark each year and not tied to the penalty structure. The ban from postseason competition was tied to APP Occasion-Three Historical penalties in the previous penalty structure. The data will continue to be corrected during the data review process and if the result of any corrections places a team below the APR benchmark, the team will be subject to penalties and will lose access to postseason competition the following academic year. Lastly, the subcommittee notes that on only one

occasion during the past two data review cycles has this policy been implemented through the review of approximately 1,000 teams.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

INFORMATIONAL ITEMS.

1. Update on APR Data Collection. The subcommittee received an update on the collection of the 2010-11 APR data. All data has been submitted from member institutions and approximately 30 institutions remain in the APP penalty waiver phase.

2. Update on APP Data Reviews. The subcommittee received an update on the progress of the 60 institutions involved in the APP data reviews for the 2011-12 academic year. The review of 57 institutions has been completed. The selection of institutions to be reviewed prior to the 2012-13 academic year will occur at the end of February. It is anticipated that approximately 50 institutions will be selected for a GSR and/or APR data review. The subcommittee also reviewed the preliminary report for one institution currently in the APR data review process.

Subcommittee Chair: David Jamison, Robert Morris University, Northeast Conference
Staff Liaisons: Binh T. Nguyen, Academic and Membership Affairs
Andy Louthain, Academic and Membership Affairs

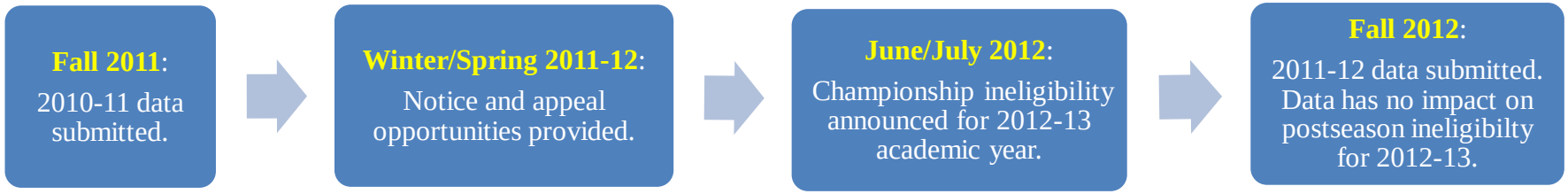
February 7, 2012	
Attendees	Absentees
Jerry Bovee, Weber State University	Kenneth Ferguson, University of Missouri, Kansas City
Michael Cross, Bradley University	
Barbara Luebke, University of Rhode Island	
Greg Sankey, Southeastern Conference	
Other Participants Maria DeJulio, Leilani Hubbard, Christine Simatacolos	

NCAA Division I Academic Performance Program
Review of Options for Timing of Data Collection and Penalties

During its January meeting, the NCAA Division I Committee on Academic Performance discussed a number of options for collection of Academic Performance Program (APP) data and implementation of APP penalties. Based upon that discussion, the committee narrowed the options for discussion, as outlined within this document. This document outlines these two approaches, and provides an example of how the process would work with each for the upcoming academic year and is followed by a summary of some of the positive and negative aspects to each approach.

Option No. 1: Current Data Collection and Penalty Processes

Example:



Option No. 1.

1. Summary.

Maintenance of the current system of data collection and penalties.

2. Positives.

a. Maintains continuity from the current method of data collection and penalty processes, allowing for a smooth transition.

b. Notice is provided to institutions and student-athletes regarding postseason ineligibility.

c. Clarity for championships purposes at the beginning of the academic year regarding what teams will be ineligible for participation.

3. Negatives.

a. Penalties could be considered delayed and; therefore, impacting fewer student-athletes that had a role in the lower NCAA Division I Academic Progress Rates (APRs).

b. Unable to take into account the most recent year's APR in the determination of penalties. This is particularly challenging in cases in which the very recent APR would put a team over the 930 benchmark.

Option No. 2: Current Data Collection/Penalty Processes with

Fall Review of New *Multiyear* APR and Expedited Submission/Hearing Processes

Example:

Fall 2011:
2010-11 data submitted.

Winter/Spring 2011-12:
Track 1: Notice and appeal opportunities provided.

June/July 2012:
Track 1: Championship ineligibility announced for 2012-13 academic year.

Track 2: Teams with three-year APR (removing 2007-08) below an established benchmark (e.g., 940) are put on ***notice*** of possible penatlies .

Fall 2012:
Track 1: 2011-12 data submitted early for penalized team. If adding 2011-12 APR takes team above ***multiyear*** penalty benchmark (e.g., 930 multiyear); team receives postseason eligibility ***back***.

Track 2: Teams with three-year APR (removing 2007-08) below an established benchmark (e.g., 940) required to submit data earlier. If below penalty benchmark with addition of 2011-12 data, move to waiver/hearing process immediately.

Fall/Winter 2012-13:
Track 2: Expedited appeals/hearing process. Wherever timing allows (e.g., basketball) teams are not eligible for postseason in 2012-13 academic year.

For teams that were not in Track 2, but still fall below benchmark, will go through "regular" hearing process.

Option No. 2.

1. Summary.

Provides for continuation of the current system of data collection and penalties while allowing for consideration of most up-to-date multiyear APR for assessing whether penalties should be repealed for that academic year.

Provides notice to teams that have the possibility of postseason ineligibility that they will be required to undergo an expedited data submission process, with the push to have all teams through any hearing/appeals process prior to championship selection.

2. Positives.

- Allows for review of the most up-to-date multiyear APR for teams to avoid penalties, placing the focus on the most recent academic performance available and; therefore, including an impact on more of the student-athletes that may have been part of the academic issues.

3. Negatives.

a. There may be some teams whose three-year APR may put them above a 940 but with a poor single-year APR may still fall below the penalty benchmark and thus not subject to postseason ineligibility.

b. Would place a premium on very swift review of data and appeals, which could result in errors and inaccuracies.

c. Not all sports would be treated similarly, as selections for fall championships and bowl games would occur too soon for appeals to have been heard.

d. Could be considered by media, membership and general public as a “watering down” of academic penalties.

e. Could be considered too lenient by allowing teams an extra year of data to determine eligibility. Essentially, this model provides for a four or five year APR review with the team benefitting from whichever number is higher.

f. Although this option allows for use of more recent data, it does not really address the issue raised about punishing innocent student-athletes. The student-athletes who caused the team to drop below the benchmark are already gone no matter how quickly you impose postseason ineligibility.

g. Creates a complicated and complex system with different tracks for teams. Will be hard to communicate to membership, media and general public.

h. With an expedited process, can develop system for first time a team falls below the benchmark, however, how would this timing play out for teams in Level Three penalties? Once teams are beyond the first time of being ineligible for postseason, the application of this process becomes incredibly complicated and difficult to meet expectations for timing, giving need for full hearing and assessment of the menu of penalties.

Summary of Committee Position to Date:

During the January conference call, the committee continued its discussion of a more rapid collection and finalizing of APRs to expedite the announcement of APRs and application of penalties and/or postseason ineligibility. A number of options to expedite the submission, waiver and appeal processes were considered. After consideration of the positives and negatives of many models, the committee agreed to maintain the current process which will be used for the current year.

The committee noted it will continue to study the feasibility of a new, or revised, process for the future and limited its consideration to two models, which were outlined above.

SUPPLEMENT NO. 18-b

University of Delaware
Hofstra University
Old Dominion University
Drexel University
James Madison University
Towson University
George Mason University
University of North Carolina Wilmington
Virginia Commonwealth University
Georgia State University
Northeastern University
College of William & Mary

February 9, 2012

Dr. Walt Harrison
Chair
NCAA Committee on Academic Performance
Indianapolis, IN 46206

Dear Walt:

Back in December I wrote you at Kevin's suggestion regarding the opportunity to consider the calculations of annual APR scores quicker than the present 1 year lapse. Yesterday you were quoted in an AP article indicating that CAP would review the issue again at it upcoming meeting in February. I think this is an extremely important principle which I hope the committee will implement for reasons I will explain below.

I have a member institution that has experienced a downward spiral in its annual men's basketball APR dragging its Four-Year average along to the point that the institution will not be eligible for the 2013 championship. My point does not dispute this ineligibility, rather trying to work with the institution to return to sound academic performance and eligibility.

Here are the specifics:

Multi-year APR (4-year) for Men's Basketball

2010-11	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05
873	926	959	964	972	946	920

Single Year APR for Men's Basketball

2010-11	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05
800	840	904	942	1000	977	920

As I said earlier, this is not about this disappointing performance, rather it is about trying to reestablishing acceptable academic performance and why what years count in the new benchmarks is critically important because of some collateral consequences that may make it nearly impossible for an institution reestablish its eligibility.

To explain my point, I have calculated the specifics of this particular institution to illustrate the problem.

8625 Patterson Avenue • Richmond, VA 23229 • (804) 754-1616
Sports Info FAX (804) 754-1830 • Administrative FAX (804) 754-1973 • www.caasports.com

APR Benchmarks during Transitional Phase for Access to Postseason

Championship Year	Multiyear APR to Avoid ineligibility for Postseason	Two Most Recent Years Average APR to Avoid Ineligibility for Postseason
2011-12	Status Quo – current penalty structure and benchmarks apply.	N/A
2012-13 *ineligibility conceded	Four- Year APR of 900 or higher 4 year avg. = **873** (2010-11; 2009-10; 2008-09; 2007-08)	Two most recent years average at or above 930. 2 yr. avg = **820** (2010-11; 2009-10)
2013-14 *jeopardy	Four-Year APR of 900 or higher *Assume a 2011-12 avg. of 1000 4 year avg. = **886** (2011-12; 2010-11; 2009-10; 2008-09)	Two most recent years average at or above 930. *Assume a 2011-12 avg. of 1000 2 yr avg. = **900**
2014-15 *ok w/ 2 yr.	Four-Year APR of **930** or higher *Assume a 2012-13 avg. of 1000 4 year avg. = **910** (2012-13; 2011-12; 2010-11; 2009-10)	Two most recent years average at or above 940 2 yr. avg. = 1000
2015-16 & beyond	Four-Year APR of **930** *Assuming 2 yrs of perfect APR will provide adequate cushion to the standard (2013-14; 2012-13; 2011-12; 2010-11)	N/A

We are conceding ineligibility for 2012-13. I would ask the committee to look at 2013-14 and why accelerated consideration of the 2012-13 academic year is important.

Even with 2 years of perfect scores (for the 2011-12 and 2012-13), under the current system the institution's 4-Year average is still below 900 (886) and the 2-Year average (1000 & 800) is below the 930 (900*), which means a 2nd year of post-season ineligibility. Faced with 2 years of postseason ineligibility known far in advance, will almost certainly cause significant attrition to the team and the downward retention cycle repeats itself to the extent that what was intended to be a one year postseason penalty becomes many more years and the institution will have a difficult time recovering.

In the alternative, being able to accelerate the consideration of the more recent annual APR scores (from the immediate preceding year to the applicable penalty year) would at least give the institution the opportunity to reestablish its academic standing. The intent of the legislation is preserved and an institution has the ability to execute a viable improvement plan. In this instance, the current system will doom the instiution to failure for a long time.

[*Note: I am aware of the caution included by Question 29].

I fully appreciate the complicated decisions facing the committee and how well intentioned outcomes must be tested by real examples. In this instance, the institution recognizes its responsibility to significantly improve is men's basketball academic performance. All they ask for an opportunity to execute that responsibility.

I'd be happy to discuss this situation further with any member of the committee or staff if they desire. Thank you for the opportunity to raise this question.

Sincerely,

Thomas E. Yeager
Commissioner

Cc: Kevin Lennon
David Berst
Vince Nicastro
Greg Sankey

NCAA Division I Academic Performance Program and NCAA Division I Committee on Academic Performance

Policies and Procedures

[Effective: January 14, 2012]

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NCAA Division I Academic Performance Program and NCAA Division I Committee on Academic Performance Policies and Procedures

PURPOSE

Purpose of the NCAA Division I Academic Performance Program (NCAA Division I Bylaw 23.01.1).

The central purpose of the NCAA Division I Academic Performance Program (APP) is to ensure that the NCAA Division I membership is dedicated to providing student-athletes with an exemplary educational and intercollegiate athletics experience in an environment that recognizes and supports the primacy of the academic mission of its member institutions, while enhancing the ability of student-athletes to earn a degree.

The Division I membership is committed to providing higher education for a diverse body of student-athletes within the context of an institution's academic and admissions standards for all student-athletes through a system that rewards those institutions and teams that demonstrate commitment toward the academic progress, retention and graduation of student-athletes and penalizes those that do not. Finally, the membership has created an academic point of access to postseason competition for all teams, based on a minimal level of academic performance using the NCAA Division I Academic Progress Rate (APR).*(Revised: October 2011; Effective October 2011)*

NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE

NCAA Division I Committee on Academic Performance Responsibilities.

The committee serves as the oversight body for the APP.

Legislated Duties of the Committee on Academic Performance (Bylaw 23.1.2).

The committee shall administer all aspects of the APP, including the following duties:

1. Oversee the process governing data collection, analysis and calculation used to determine the APR, the Graduation Success Rate (GSR) and the process governing data collection of the Academic Performance Census (APC).

2. Annually publish an explanation of the calculation to the membership.

3. Formulate and revise, as needed, a statement of the established operating policies and procedures of the APP.

4. Determine the minimum acceptable APR and GSR for access to postseason competition, the application of APP penalties and all filters.

5. Determine the appropriate standards on which penalties or rewards apply and notify members of such standards.

6. Identify rewards to acknowledge those institutions and teams that demonstrate a strong commitment toward the academic progress, retention and graduation of student-athletes.

7. Identify and notify institutions or teams that fail to satisfy the appropriate standards under which penalties or ineligibility for postseason competition applies.

8. Identify and notify institutions or teams that demonstrate academic excellence under the APP.

9. Oversee the administration of a public recognition program for institutions or teams that demonstrate academic excellence under the APP.

10. Hear appeals of institutions or teams subject to penalty (or penalties), ineligibility for postseason competition and any other matters of appeal pursuant to the legislation, and policies and procedures of the APP.

11. Recommend changes to the APP based on research, data analysis and practical experience.

12. Interpret APP legislation and policies.

13. Perform any other duties directly related to the administration of the APP. *(Revised: April 2007; Effective: April 2007. Revised: October 2011; Effective: October 2011)*

Reporting Lines.

The committee reports to the NCAA Division I Board of Directors.

Composition (Bylaw 23.1.1).

The committee shall consist of 15 members, including a minimum of two chancellors or presidents, one faculty athletics representative, one director of athletics, one senior woman

administrator and one conference administrator. The committee shall include at least two members from each of the three Division I membership subdivisions. All committee members shall be on the staff of a Division I active institution or conference. A chancellor or president shall serve as chair, at the discretion of the Board of Directors, with reconsideration of the chair's term extension to occur at least every two years after serving two full terms.

As indicated in Bylaw 21.7.2.1, the committee is not subject to the requirement that limits subdivisional representation to not more than 50 percent on any committee.

Terms of Office.

Committee members generally shall be appointed for a four-year term. A member's term of service shall commence on the first day of September following the member's appointment. A committee member may be reappointed to an additional four-year term. An individual who has served two terms on the committee may not serve further on the committee, except the chair whose term the Board of Directors may extend at two-year intervals.

Committee Appointments.

The Board of Directors shall appoint a committee that shall be responsible for the administration of the APP.

The chair of the committee will make appointments as needed each year to fill subcommittee vacancies. Where appropriate, the chair will refer to the NCAA Division I Committee on Academic Performance Administrative Committee or subcommittee recommendations formally presented to the full committee through respective subcommittee/committee reports.

ORGANIZATION AND RESPONSIBILITIES

Organization.

In order to administer the APP, the committee will organize and assign responsibilities to the subcommittees of the committee.

Each committee member may be appointed to at least one subcommittee on which the member will normally serve for the duration of his or her term on the committee. The committee members may be asked to serve on more than one subcommittee.

Subcommittees.

The following standing subcommittees shall report directly to and help facilitate the work of the committee:

Subcommittee/Committee	Composition	Overview of Duties
NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting	Five or more members of the committee.	Oversee submission of APP data, filing deadline extensions, definition of cohort, notice/appeals of failure to file APR, APC and/or GSR information and associated penalties, APR adjustments, notification to membership regarding data penalties, APP penalties and APP data reviews.
NCAA Division I Committee on Academic Performance Subcommittee on Appeals	Five or more members of the committee.	Oversee appeals of ineligibility for postseason competition and Level One and Two APP Penalties; and any other matters of appeal not otherwise specified.*
Administrative Committee	Chair of committee, vice chair of committee and subcommittee chairs.	Act on emergency and noncontroversial matters relative to business of the committee.

[*Note: The full committee is responsible for hearing appeals of Level Three APP Penalties.]

Full Committee Responsibilities Related to APP Penalties.

Administer and oversee all aspects of appeals of Level Three APP Penalties including those teams subject to postseason ineligibility, including notifying member institution of appeal outcomes.

DUTIES

Administrative Committee.

The Administrative Committee is empowered to act on behalf of the full committee to transact necessary, routine and emergency items of business required to promote the normal and orderly administration of the Committee on Academic Performance business.

The Administrative Committee consists of each subcommittee chair, the Committee on Academic Performance chair (who also serves as chair of the Administrative Committee), the Committee on Academic Performance vice chair (when applicable) and the chair-elect (when applicable). All Administrative Committee members, including the chair, may vote on items of business before the committee. *(Revised: October 2008)*

The Administrative Committee is authorized to:

1. Act for the Committee on Academic Performance on routine and noncontroversial matters between in-person meetings;

2. Act for the Committee on Academic Performance on matters of an emergency nature;

3. Interpret APP legislation and policies;

4. Revise, as needed, the established operating policies and procedures of the APP; and

5. Approve participation of ad hoc members (as needed).

The full Committee on Academic Performance will receive all Administrative Committee minutes.

Subcommittee on Data Collection and Reporting.

The Subcommittee on Data Collection and Reporting shall consist of five or more committee members and will:

1. Oversee the collection of APR, GSR, APC and any other data/information necessary to administer the APP;

2. Oversee the annual publication of APR and other data collection information to the NCAA Division I membership;

3. Review all requests for extensions of the APR, APC and GSR data collection filing deadlines;

4. Review all requests seeking use of an alternative definition of "recruited" and/or identification of student-athletes to be used for the purpose of calculating a team's APR;

5. Determine and notify those institutions subject to penalties for failing to file APR, APC and GSR data by the required deadline;

6. Determine penalties for those institutions subject to penalties for failing to file APR, APC and GSR data by the required deadline;

7. Administer and oversee all aspects of appeals for those institutions/teams failing to file APR, APC and GSR data by the required deadline;

8. Administer and oversee all aspects APR adjustments requests and appeals;

9. Oversee the committee reporting function, including responsibility for written notification to institutions of penalties resulting from failure to meet minimum established APR and/or GSR criteria for the APP penalty structure;

10. Administer and oversee the review of APP data for selected institutions including issuance of a final report that summarizes the findings of the review;

11. Review all requests for relief from APP penalties based on changes to prior year(s) APP data; and

12. Oversee the publication of the Data Collection Guide annually.

Subcommittee on Appeals.

The Subcommittee on Appeals shall consist of five or more committee members and will:

1. Administer and oversee all aspects of appeals of ineligibility for postseason competition and Level One and Two APP Penalties with the exception of teams at Level Three with postseason ineligibility;

2. Develop and publish waiver policies and procedures for ineligibility for postseason competition and Level One and Two APP Penalties;

3. Provide relief for those institutions/teams subject to ineligibility for postseason competition and Level One and Two APP Penalties in accordance with the APP penalty waiver directive and these policies and procedures;

4. Oversee the publication of the Penalties Guide annually; and

5. Administer and oversee any other matters of appeal not otherwise specified.

Selection of Committee Chair.

The committee chair generally serves as chair for the remainder of his or her term. The committee shall nominate one or two of its members to the Board of Directors for possible selection as the committee chair. A committee member is eligible for nomination for the position of chair only if he or she is the chancellor or president of an active Division I institution.

Generally, the incoming chair shall be identified by the Board of Directors during its October meeting preceding the September 1 term expiration of the current chair's term. The committee

shall forward its nominee(s) to the Board of Directors prior to the Board of Directors' October meeting.

The following process identifies the chair nominee(s): In the years in which a chair is to be selected, the staff shall work directly with the outgoing committee chair to identify committee members eligible to serve as chair and to confirm the nomination of one or two chair nominees for confirmation by the Board of Directors. The committee chair or the staff, at the request of the committee chair, will confirm interest of all nominees.

Responsibilities of Committee Chair.

The committee chair shall:

1. Lead Administrative Committee and full committee meetings and/or teleconferences;

2. Provide reports regarding the work of the committee to Division I governance and membership entities as needed (e.g., NCAA Division I Legislative Council, Board of Directors, member conferences);

3. Serve as speaking agent for media or public inquiries as needed (per Association's policy);

4. Reply on behalf of the committee to written or verbal requests from NCAA-affiliated constituents (e.g., member conferences, member institutions, coaches associations);

5. Oversee development of committee agendas;

6. Appoint members to committee subcommittees when necessary to facilitate a subcommittee's work;

7. Appoint ad hoc members to subcommittees when necessary to facilitate a subcommittee's work;

8. Appoint committee subcommittee chairs;

9. Recommend to the Board of Directors that a member of the committee be replaced if the member is not fulfilling his or her duties;

10. Submit nominations for the position of committee chair to the Board of Directors;

11. Review requests for appeals of subcommittee decisions on ineligibility for postseason competition to determine if the request should be reviewed by the full committee; and

(Revised: January 2012 effective January 2012)

12. All other leadership duties typically associated with chairing a Division I committee.

Selection of Vice Chair.

The Board of Directors may, at its discretion, select an individual to serve as vice chair of the Committee on Academic Performance. The vice chair is eligible for position of vice chair only if he or she is the chancellor or president of an active Division I institution. *(Adopted: October 2008)*

Selection of Subcommittee Chairs.

Each of the committee's two subcommittees shall have a chair. Subcommittee chairs are expected to lead subcommittee meetings and conference calls, present subcommittee reports during committee meetings and participate as members of the Committee on Academic Performance Administrative Committee.

Subcommittee chairs normally shall serve as chair for the remainder of their respective committee terms. Subcommittee chairs shall be selected as follows:

1. The subcommittee discusses the pending open chair position and subcommittee members are provided the opportunity to nominate themselves or another member for the position.

2. The current subcommittee chair or the staff shall confirm the interest and willingness of each nominee to serve as chair.

3. Names of nominees and a recommendation of the outgoing chair are provided to the committee chair.

4. The committee chair shall select the subcommittee chair.

Responsibilities of Subcommittee Chairs.

1. Lead teleconferences and meetings of the subcommittee.

2. Welcome and assist in transition and training of new subcommittee members.

3. When requested, review appeal cases forwarded from staff to determine if the appeal should be considered by the subcommittee.

4. Contact subcommittee members who are not fulfilling their responsibilities and recommend to the committee chair that a member of his or her subcommittee be replaced if such member is not fulfilling his or her duties.

5. Recommend selection of new subcommittee chair.

Selection of Ad Hoc Members.

In order to facilitate its work or bring needed expertise on particular issues, a committee subcommittee may recommend to the committee chair that an ad hoc member(s) be appointed to the subcommittee. The committee chair has the authority to appoint and dismiss subcommittee ad hoc members. All ad hoc members serve as nonvoting members of the subcommittee/committee.

Agenda Development.

1. The committee chair shall have final authority to determine the committee agenda. The chair shall work in consultation with the staff to finalize the agenda for each meeting.

2. Conferences, institutions or external organizations (e.g., faculty or coaches organizations) with potential agenda items for committee consideration shall forward such items to the committee's primary staff liaison at the national office. The staff will consult with the institution or conference to determine how best to handle the item and what supplementary material should be provided, if any. The staff shall work directly with the chair where appropriate to facilitate review of conference and institutional matters.

3. Whenever possible, the committee will receive all subcommittee agendas and supplements in advance of the subcommittee meetings to ensure that each committee member has an opportunity to comment on issues being addressed by those groups. All subcommittee actions, except where otherwise indicated by policy (e.g., appeals), are subject to review and final approval by the full committee.

Meeting Participation by Non-Committee on Academic Performance Members.

Appearances of noncommittee members (other than staff) before the committee are by invitation only. Exceptions may be made by the Administrative Committee or Committee on Academic Performance chair on a case-by-case basis.

Processing Subcommittee Recommendations.

The committee follows these policies in processing recommendations from subcommittees that report to it.

1. Each subcommittee shall provide a written report from its meeting to the full committee. These reports shall include any requests for full committee action recommended by the subcommittee.

2. Any legislative change recommended by a subcommittee shall be presented to the full committee for discussion and action.

3. The committee may elect to alter any subcommittee recommendation requiring a vote of the full committee.

4. If further deliberations are required, the committee may table the recommendation or refer it back to the subcommittee for additional discussion.

Voting Procedures.

The method of voting on issues considered by the committee shall be by show of hands of the committee/subcommittee members present and voting, except for actions taken by the unanimous or obvious consent. Committee/subcommittee members must be present to vote and a simple majority of members present and voting will prevail.

Speaking Agent Policy.

The NCAA speaking agent policy is as follows:

> "The president of the Association and the chair of the Executive Committee are the only individuals authorized to speak on behalf of the Association except as outlined below.
>
> An individual representing a member institution or conference who speaks or opines on an Association issue only has the authority to express the view of that individual or the member institution or conference unless the individual has been designated by the Executive Committee of the Association as a speaking agent of the Association on that issue.
>
> Committee chairs are hereby designated as speaking agents of their committees regarding issues within their committees' jurisdiction on which there is consensus, except that positions of advocacy on behalf of the committee or the Association to be communicated in writing or orally to persons or entities external to the Association must have prior approval by the NCAA Executive Committee or the president of the Association. For purposes of this policy, committees include all NCAA committees, cabinet, boards, councils, subcommittees and special or ad hoc groups.
>
> The president of the Association is hereby granted authority to designate additional speaking agents of the Association."

Committee members are expected to adhere to this policy.

Absences.

The committee generally conducts in-person meetings four times annually. Alternates may not be appointed to attend a meeting in the absence of a committee member. Committee members who are not in attendance at two consecutive meetings will be contacted by the chair of the subcommittee(s) on which they serve to discuss the member's continued service to the subcommittee and committee. Further absences will result in the committee chair or staff contacting the committee member and/or the conference office of the representative to discuss the member's excessive absences. A committee member may be dismissed from the committee after further absences.

Meeting Schedules.

The NCAA Division I Leadership Council, subject to ratification by the Board of Directors, is responsible for developing policies governing the length, sites and expenses related to Division I committee meetings (Bylaw 31.7.2).

Conflicts of Interest.

A committee member shall not participate in the committee's discussion or vote on any action that might bring direct or indirect financial benefit to the member or any organization in which the member is financially interested (other than the member's institution or the conference of which it is a member). A violation of this rule by a member of the committee shall not invalidate the action taken by the committee if, following disclosure of the conflict of interest, the committee authorizes, ratifies or approves the action by a vote sufficient for the purpose, without counting the vote of the committee member with the conflict of interest, and the Board of Directors approves such action.

Additionally, committee members must recuse themselves from participation in a waiver appeal, data review or committee discussion in which he or she is personally connected with an institution or conference (e.g., previous employer, conference member, alma mater). A Committee on Academic Performance member with a personal relationship or institutional affiliation that reasonably would result in any appearance of bias or prejudice should refrain from participating in any manner in the review or discussion. However, a committee member that has recused him- or herself may participate in the preparation of a waiver request for their own institution, including but not limited to drafting the waiver application, preparing waiver arguments and gathering waiver materials.

It is the responsibility of the Committee on Academic Performance member to remove himself or herself if a conflict exists. Institutional objections to a Committee on Academic Performance

member participating in a waiver request or data review must be raised with and resolved by the chair or acting chair as soon as recognized but will not be considered unless the concern is raised prior to the committee's review. Participation by a committee member in previous APP matters involving the institution or with regard to general policy (e.g., APR adjustments) does not constitute a conflict of interest requiring recusal.

In the event that the committee chair or a subcommittee chair must recuse himself or herself or is unable to participate in committee business, the remaining members must vote, by simple majority, to determine who will serve as "acting chair." In addition, in the event that an institution objects to the chair participating in a review or waiver request based on a conflict of interest concern, the remaining members must vote, by simple majority, to determine who will serve as "acting chair" and the acting chair will resolve the conflict of interest issue regarding the chair prior to the hearing. If the acting chair finds that no conflict exists, then the chair may resume his or her role. *(Revised: December 2008)*

Adopting/Revising and Publishing Policies and Procedures – General.

The committee shall have the authority to adopt or revise policies and procedures annually, or as needed, for the conduct of the APP. The policies and procedures governing the administration of the APP are subject to review and approval by the Board of Directors.

Adoptions or revisions to the policies and procedures shall be reviewed annually by the committee. As necessary, adoptions and revisions approved by the committee shall be forwarded for review and approval to the Board of Directors.

The committee shall publish annually the policies and procedures of the committee and of the APP on the committee's web page. The committee shall also publish a data collection guide and penalties guide, which shall be incorporated by reference into the committee's guide on policies and procedures.

DATA COLLECTION

Submission/Collection of Institutional Data.

Every member institution with a Division I sport is responsible for annually submitting documentation demonstrating its compliance with the APP, including the submission of data for the APR, APC and GSR. The specific requirements of the APP are set forth in Bylaw 23 and the NCAA Division I Academic Performance Program Data Collection Guide.

Unusable Data.

If it is determined that an institution has submitted unusable data during the APP data collection process, the following will occur:

1. The staff will conduct an on-campus visit to review documentation supporting the institution's APP data and to conduct an educational session regarding the APP data submission requirements and other topics as deemed necessary by the committee and/or staff.

2. Following the on-campus visit, the institution will be placed in a one-year probationary period, which may include:

    a. Recurring checks between the staff and the institution's certifying officer;

    b. Required attendance for institutional representatives at NCAA Regional Rules Seminars and/or participation in APP webinars or other educational opportunities;

    c. Creation of an academic certification and data improvement plan for review by the staff and/or the NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting;

    d. Submission of midyear academic data;

    e. Continued ineligibility for postseason competition for all teams;

    f. Ineligibility for public recognition of any high-performing teams and NCAA Division I Academic Performance Program Supplemental Support Fund (SSF) monies; and

    g. Any additional corrective measures as determined by the Subcommittee on Data Collection and Reporting.

3. After the one-year probationary period, the NCAA staff will conduct a follow-up visit to determine the reliability of the institution's APP data. If it is determined that the institution's data remains unusable, the institution will remain subject to the conditions imposed during the probationary year. In addition, institutional representatives, including the institution's president, will be required to participate in an in-person meeting with the full committee to discuss the issues regarding the institution's data. A report of that meeting shall be provided to the NCAA Division I Administration Cabinet for its consideration. [*Adopted June 2010 effective for institution selected for data review during the 2010-11 academic year and beyond*].

<u>Data Submission Penalty and Reinstatement</u>.

An institution that fails to submit its APP data (GSR, APR and APC data) by the prescribed deadline, fails to submit usable data, or does not comply with a request related to its APP data review renders all of its teams immediately ineligible for postseason competition, including NCAA championships and bowl games. However, an institution will be immediately reinstated for championships eligibility once the institution complies with a data-related requirement (i.e., submits its data, submits usable data or provides information as part of the data review process). The institution is not required to make a formal request for reinstatement. *(Revised October 2010)*

ACADEMIC PROGRESS RATE

Multiyear APR.

The APR is comprised of four years of APR data. Each year, the most current year's data will be added and the oldest year of data will be removed, creating a four-year rolling rate. The APR is then used to demonstrate academic performance of all Division I teams. In addition, it is used to determine what teams are subject to penalties and rewards within the APP structure. The APR also serves as a point of academic access to postseason competition. *(Revised: October 2011; Effective: October 2011)*

Calculating the Multiyear APR.

A team's APR is determined by summing the numerators (points earned) over the four-year period, including any delayed-graduation points and the denominators (points possible) over the same time period. Then the overall numerator is divided by the overall denominator. That fraction is multiplied by 1,000 to produce the APR.

More detailed information about the calculation of the APR can be found in the Data Collection Guide. (see Appendix)

GRADUATION SUCCESS RATE

The GSR is based primarily on the Integrated Postsecondary-Education Data System (IPEDS) graduation rate, which is defined as a six-year proportion of those student-athletes who graduated versus those who entered an institution. The GSR is calculated for each team. The cohort includes student-athletes who receive athletics aid in the first year of enrollment at the institution either as initial enrollees or transfers. For those teams/institutions that do not offer athletically related financial aid, the GSR will be calculated on a subset of recruited student-athletes. This rate differs from the Federal Graduation Rate, because it accounts for student-athletes who transfer into an institution, while discounting student-athletes who withdraw from the institution

and would have been academically eligible to compete had they returned. The Federal Graduation Rate still must be reported to the NCAA and to prospective student-athletes. The NCAA will continue to report the Federal Graduation Rate to each of our member institutions in a format that meets the requirements of federal law.

The Division I membership passed legislation stipulating that all member institutions provide the information contained in its Federal Graduation Rate supplement form to the NCAA. Additionally, all Division I members are required to provide supplemental information that will allow the NCAA to calculate the GSR. The penalty for not providing data by the due date (June 1 annually) will be ineligibility of an institution's athletics teams and student-athletes for competition in NCAA championships and other postseason competition (e.g., bowl games) conducted during the subsequent academic year and future years until eligibility is reinstated.

For more detailed information on the GSR, please see the Data Collection Guide.

REVIEW OF APP DATA

All APP data submitted pursuant to Bylaw 23.01.3 must conform to the Committee on Academic Performance's policies and procedures. In order to ensure the uniformity and accuracy of submitted data, the committee will review data submitted by selected institutions annually.

The NCAA staff and/or the Subcommittee on Data Collection and Reporting will conduct all reviews of the APP data.

Please see the APP Data Review Handbook for a more specific outline of the data review process.

Selection of Institutions for Review.

The staff/subcommittee will select institutions for data review based on the following indicators:

1. Comparison of academic rates previously submitted;

2. Warnings generated by the APP data collection program;

3. Manual review of submitted data;

4. Any data irregularities; and

5. Random selection.

Additionally, institutions may be selected for review if, during a prior data review it failed to provide documentation to substantiate the information entered into the APP data collection system or if, the institution fails to comply with a required action from a previous data review. The subcommittee may also recommend that an institution be re-selected for review based on the significant number of issues with the institution's APR and GSR data discovered during the APP data review process.

There are no specified guidelines regarding sample size or selection method. Individuals performing the data review will use an appropriate sample size based on professional judgment in the particular circumstances.

Scope of Review.

The NCAA Division I Academic Performance Program Data Review Guide outlines all areas that are subject to review. The individual conducting the review will determine which of these areas to include in the review. Depending on the circumstances the reviewer may choose to cover every area or limit the review to particular areas.

Notification.

The NCAA staff will notify in writing the chancellor or president of institutions selected for data review. The written notification will advise the institution of its selection and will provide an overview of the data review process. Additionally, the written notice will require the institution to provide (within seven calendar days of receipt of the written notice) the names of two individuals that will serve as the institutional contacts for the institution throughout the data review.

On-Campus Review.

The staff at any point during the APP data review process may determine that an on-campus review of the institution's APP data is necessary. If an on-campus review is required, staff will inform the institution of the scope of the review and any documents that the staff will need access to while on campus.

Failure to Comply with Staff and/or Subcommittee Requests.

If the institution fails to provide information or documentation that the staff/subcommittee has requested from the institution within the stated period, the institution's data will be considered invalid and the institution will be considered to have not submitted APR/APC and/or IPEDS and GSR and will be ineligible for any NCAA championship or other postseason competition until the requested information or documentation is provided.

Subcommittee Review.

The subcommittee will review the staff's preliminary report, any applicable institutional responses if provided and the list of resolved issues. After reviewing this information, the subcommittee will provide the institution with a final report that will provide the following information for each area reviewed:

1. The area being reviewed;

2. The subcommittee's findings regarding the data in that particular area; and

3. The subcommittee's conclusions regarding its findings and any action for the institution to take regarding the data.

The subcommittee may recommend the institution take any or all of the following actions:

1. **No Action Required.** Based on the results of the review, the subcommittee considers the institution's APP data in the area reviewed to be in substantial conformity with applicable NCAA legislation and the committee's policies and procedures and the institution is not required to take any action regarding its APP data.

2. **Recommended Action.** Based on the findings of the review, the subcommittee considers the institution's APP data in the particular area to be in general conformity with applicable NCAA legislation and the committee's policies and procedures, but recommends the institution implement steps to ensure that the institution's APP data remains in conformity with all applicable legislation and policies and procedures. These steps may include, but are not limited to:

a. Changes to policies;

b. The creation of policies; and/or

c. Providing additional documentation or information.

3. **Required Action.** Based on the findings of the review, the subcommittee does not consider the institution's APP data in a particular area to be in conformity with applicable NCAA legislation and the committee's policies and procedures. The institution is required to take one of the following actions regarding the data:

a. Make required changes for data submitted in the future;

b. Amend previously submitted data; or

c. Amend previously submitted data and make required changes for data submitted in the future.

Additionally, the subcommittee may require the institution to change and/or create policies regarding the compilation, review and submission of APP data, provide additional documentation or information and/or require the institution's data in this area to be reviewed during a subsequent data review.

If the institution fails to take the required action within the stated period, the institution's data will be considered invalid and the institution will be considered to have not submitted APR/APC and/or IPEDS and GSR and will be ineligible for any NCAA championship or other postseason competition until the required action is taken.

The subcommittee's recommendations are final and are not subject to further review. The subcommittee will provide the committee with an aggregate report of its findings and recommendations on an annual basis.

Required Changes to Submitted Data and Impact of Changes on Penalties.

If an institution is required to amend its previously submitted APR and/or GSR data, any resulting change to the institution's APR and/or GSR will not affect the status of any previously earned APP penalties or loss of access to postseason competition. However, if the data, as amended, affects the team's current level of penalty, the team must advance to the appropriate level of penalty. [*Adopted June 2010 effective for institutions selected for data review during the 2010-11 academic year and beyond]*.

Unusable Data.

If it is determined that an institution has submitted unusable data during the APP data review process, the following will occur:

1. The staff will conduct an on-campus visit to review documentation supporting the institution's APP data and to conduct an educational session regarding the APP data submission requirements and other topics as deemed necessary by the committee and/or staff.

2. Following the on-campus visit, the institution will be placed in a one year probationary period, which may include:

   a. Recurring checks between the staff and the institution's certifying officer;

b. Required attendance for institutional representatives at NCAA Regional Rules Seminars and/or participation in APP webinars or other educational opportunities;

c. Creation of an academic certification and data improvement plan for review by the staff and/or the Subcommittee on Data Collection and Reporting;

d. Submission of midyear academic data;

e. Continued ineligibility for postseason competition for all teams;

f. Ineligibility for public recognition of any high-performing teams and SSF monies; and

g. Any additional corrective measures as determined by the Subcommittee on Data Collection and Reporting.

3. After the one-year probationary period, the NCAA staff will conduct a follow-up visit to determine the reliability of the institution's APP data. If it is determined that the institution's data remains unusable, the institution will remain subject to the conditions imposed during the probationary year. In addition, institutional representatives, including the institution's president, will be required to participate in an in-person meeting with the full committee to discuss the issues regarding the institution's data. A report of that meeting shall be provided to the NCAA Division I Administration Cabinet for its consideration. [*Adopted: June 2010 effective for institution selected for data review during the 2010-11 academic year and beyond*].

Rules Violations.

The staff/subcommittee will advise the institution of any information discovered during the review concerning possible violation(s) of NCAA legislation that may affect the accuracy and/or integrity of the institution's APP data. The staff/subcommittee will also advise the institution of its obligation to self-report violations. The subcommittee may delay issuing all or part of its final report until the institution has determined whether a violation has occurred and the effect, if any, the violation has on the institution's APP data.

The staff/subcommittee may refer potential violation(s) of NCAA legislation that may affect the accuracy and/or integrity of the institution's APP data to the NCAA enforcement staff for review. If the staff/subcommittee refers a potential violation to enforcement, the subcommittee may delay issuing all or part of its final report until the institution has determined whether a violation has occurred and the effect, if any, the violation has on the institution's APP data. *(Adopted: July 2006, Revised: April 2007)*

INTERPRETATIONS

Responsibilities and Authority (Bylaw 23.1.2).

The Committee on Academic Performance shall oversee all aspects of the APP. These responsibilities include interpreting all APP legislation and policies and procedures, including, but not limited to Bylaws 23, 15.5.8, 15.01.8 and 18.4.2.3.

The Committee on Academic Performance has exclusive authority to interpret and provide written interpretations for all aspects of the APP. Neither the NCAA Division I Legislative Review and Interpretations Committee, nor the NCAA Division I Legislative Council Subcommittee for Legislative Relief has the authority to provide any type of relief or render a decision for a request that involves legislation and/or policies and procedures relative to the APP.

The Committee on Academic Performance shall render decisions related to legitimate interpretative inquires regarding the application of APP legislation and policies and procedures. The committee does not have the authority to make or change legislation, but shall interpret legislation and policies consistent with its intent.

The Committee on Academic Performance also shall consider and recommend editorial revisions and official interpretations it has issued for inclusion into the NCAA Division I Manual and will review all related staff interpretations to maintain the integrity of the interpretation process.

Request Process.

Generally, the subcommittee will review interpretative requests in the following situations:

1. Referrals from the NCAA academic and membership affairs staff regarding the application of legislation, other interpretations, and/or policies and procedures.

2. Referrals from Division I governance entities (e.g., cabinets/committees) of issues related to the application of legislation and/or policies and procedures.

3. A request by a member institution or conference to review an interpretation provided by the academic and membership affairs staff or the application of the APP legislation and/or policies and procedures, provided the legislation, policies or other official interpretations do not address the issue.

When necessary, member institutions and/or conferences must make all interpretative requests prior to filing an appeal of an APP penalty. Further, the interpretations process must be complete, including final review of any interpretive appeals, prior to proceeding with a related appeal of any penalties. Once an appeal has been filed, it will be assumed that the institution

does not have any outstanding interpretative questions or concerns related to the imposed penalties.

Required Documentation.

Interpretative requests from a member institution or conference must be submitted in writing. Requests from a member institution may be submitted by the institution's conference or by one of the five individuals authorized to request such interpretations on behalf of the institution (i.e., chancellor or president, faculty athletics representative, athletics director, senior woman administrator or compliance coordinator).

When seeking an interpretive clarification, an institution or conference must submit an interpretive request and supporting documentation outlining the issue in question. The request must outline the limitations in the applications of current legislation and/or official interpretations to the institution's specific circumstances.

Staff and Committee Interpretations/Legislation Review.

1. **Staff Review**. All interpretative requests must be forwarded in writing to the staff liaisons to the Committee on Academic Performance. The staff liaisons will review each request and, if possible, will provide a written response. If appropriate, the staff will issue a staff interpretation. The Committee on Academic Performance or one of its subcommittees will review all staff interpretations.

2. **Committee Review**. If the staff is unable to render a decision or if the issue is of national significance, the staff may forward the interpretative request to the Committee on Academic Performance and/or a subcommittee of Committee on Academic Performance based on the topical nature of the request. The committee and/or subcommittees shall review the following issues:

a. **Subcommittee on Data Collection and Reporting**: All issues related to the following: defining the APR cohort, filing APR, APC or GSR data, notification of Level-One and -Two Penalties and contemporaneous penalties, appeals/extension requests and all other matters referred to the subcommittee by the Committee on Academic Performance chair for review.

b. **Subcommittee on Appeals**: All issues related to the imposition and/or appeal of Level One and Two APP Penalties, any other matters related to appeal, and all other matters referred to the subcommittee by the Committee on Academic Performance chair for review.

c. **Full Committee**: All issues related to the penalties and rewards structure. All issues related to the imposition and appeal of Level Three Penalties. In addition, the Committee on Academic Performance will be the final authority to hear appeals of subcommittee interpretations, as well as to review all subcommittee interpretations. *(Revised: April 2007; Effective: April 2007)*

Meeting Protocol.

Committee meetings may occur in person, by teleconference, by email or by any other means deemed appropriate by the chair. The respective subcommittee or committee shall meet as often as necessary during the academic year to review interpretative issues related to the application of legislation and/or policies and procedures. All subcommittee decisions will be reviewed by the full committee.

All materials provided by the entity requesting the interpretation, along with a summary/background information sheet prepared by the staff, shall be forwarded to the appropriate subcommittee prior to the request being reviewed.

The staff liaison will provide a brief summation of the issue and will provide any legislative or interpretative assistance as needed or requested by the committee/subcommittee. Only the staff liaisons and committee or subcommittee members shall participate in review of the issue, unless additional individuals are invited to be on the call by the chair of the subcommittee or committee.

In order to for the committee or subcommittee to deliberate and render a decision, a quorum of more than 50 percent of the committee or subcommittee members eligible to vote must be present.

The conflict of interest section of this document applies to the committee members' involvement in interpretive matters.

Issuance of Interpretations.

Interpretations issued by the committee/subcommittee/staff shall be binding immediately on notification to the affected institution or conference. Institutions will be notified initially by telephone and subsequently in writing after the committee/subcommittee's minutes of the meeting have been finalized. All other member institutions are bound by the committee subcommittee's interpretation after publication and circulation to the membership. If an issue is of national significance, an official interpretation shall be issued and published on the Legislative Services Database for the Internet (LSDB*i*).

Types of Interpretations.

The committee/subcommittee shall issue an official interpretation only when it is determined by that group that the issue is one of national significance. When an official interpretation is issued, it will be issued as either a confirmation or determination. Listed below is the distinction between the two.

1. A confirmation is a verification of the legislation and or policies and procedures. The confirmation is responsive to an inquiry, and is binding on all institutions for present and past actions.

2. A determination is an interpretation issued when an issue or fact is not clearly addressed by the legislation and/or policies and procedures. It is binding on the institution making the request and other institutions once it is published to the Division I membership.

Review/Appeals.

The Committee on Academic Performance shall review all interpretations issued by the subcommittees and may approve, reverse or modify such interpretations. A member institution or conference may appeal an interpretation of the subcommittee(s) to the Committee on Academic Performance within 30 calendar days following the subcommittee's decision. Such appeals must be submitted in writing by the institution's chancellor or president, faculty athletics representative or director of athletics and must set forth an interpretative argument as to why the decision of the subcommittee is erroneous.

An interpretive decision of the Committee on Academic Performance is final and no additional appeal opportunity exists for a member institution or conference.

Ex Parte Communication.

No member(s) of the committee/subcommittee shall be contacted or shall contact, individually or collectively, any representatives or involved individuals of a member institution or conference that have or will submit an interpretative request in advance of the committee/subcommittee discussing and rendering a final decision.

MEMBERSHIP ISSUES

Current NCAA Division I Members.

Any NCAA member institution that sponsors a Division I sport is subject to the APP. This includes all active Division I members and multidivisional institutions sponsoring Division I sports. Please see the APP Data Collection Guide regarding transitioning members and submission requirements.

Restricted-Membership Penalty.

Level Three Penalties include a menu of penalty options that may include an institution being placed in restricted membership status. Restricted membership is a membership classification status assigned to an institution that fails to comply with the minimum requirements of its division (e.g., financial aid, academic requirements) (Bylaw 20.02.4). An institution placed in restricted membership loses eligibility for a number of Division I membership privileges (e.g., eligibility for NCAA championships and postseason bowl games for all teams at the institution, revenue distribution). If at the end of the one-year restricted membership period, the penalized team(s) do (does) not improve enough to meet the benchmarks, the institution shall be reclassified to corresponding membership status (Bylaw 23.2.1.2.4). *(Revised: October 2011; Effective: October 2011)*

For Division II and Division III institutions that sponsor a Division I sport(s), the restricted membership penalty only applies to the Division I sports. Restricted status would not extend to the Divisions II or III portion of the athletics program.

PUBLIC RECOGNITION PROGRAM

During the 2005-06 academic year, the Committee on Academic Performance instituted a team-centered public recognition program that highlights the academic performance of the top 10 percent of teams in each sport based on APR. In order to be eligible for the Public Recognition Awards list, a team must have reported at least two years of APR data. The list of recognized institutions is posted on the NCAA Website and institutions are encouraged to celebrate APR success throughout the year. The committee will continue attempts to identify and implement additional, meaningful incentives in future years. *(Adopted: April 2007 effective April 2007)*

NCAA DIVISION I ACADEMIC PERFORMANCE PROGRAM SUPPLEMENTAL SUPPORT FUND

Overview.

The NCAA Division I Academic Performance Program Supplemental Support Fund (SSF) was established to support campus-based initiatives designed to foster student-athlete academic success at limited-resource institutions. Grants will be awarded for innovative solutions to barriers preventing student-athlete retention and progress-toward-degree completion that are part of the institution's APR Improvement Plan and success as measured by team (APR and GSR) and student-athlete academic improvement. Specifically, requests for SSF should be tied directly to APR Improvement Plan elements *(Adopted: April 2010 effective April 2010)*. In addition, the

program encourages sharing and adaptation of successful programs on all Division I institutions – including institutions that do not receive SSF support. *(Adopted: April 2010)*

Annually, the staff must provide the committee with a report outlining the impact of all initiatives funded through the SSF. *(Adopted: April 2010)*

Institutional characteristics will be reviewed to identify "limited-resource" institutions. Specifically, the following three measurements will be reviewed: (1) Per capita Pell Grant dollars received (to assess neediness of student-body); (2) Per capita institutional spending (to assess neediness of institution); and (3) Per capita athletics spending (to assess neediness of the athletics department). Institutions with most limited-resources, ranking in the bottom 10 percent, as measured by this metric will be eligible to apply for SSF support. Institutions with resources ranking in the bottom 15 percent will have access to a filter to avoid ineligibility for postseason competition but will not have access to SSF. If an institution was previously eligible for the SSF and has received a multiyear award, but is no longer considered a "limited resource" institution, the institution will continue to be eligible to receive funds pursuant to the multiyear award. *(Adopted: July 2009, Revised: October 2011 effective October 2011)*

Written notification will be provided by the staff to institutions ranking in the bottom 10 and 15 percent based on institutional resources and to institutions no longer within the tenth percentile. (*Adopted: July 2009, Revised: October 2011 effective October 2011)*

Multidivisional institutions (i.e., Division II or III institutions that typically sponsor one or two sports at the Division I level) are not eligible for SSF since they are not included in the determination of the bottom tenth percentile of institutions based on resources. *(Adopted: July 2009)*

Additional information about the SSF can be found on the Committee on Academic Performance website.

APR/GSR COHORT WAIVERS

ALTERNATIVE IDENTIFICATION OF COHORT OR DEFINITION OF RECRUITED STUDENT-ATHLETE

Pursuant to Bylaw 23, the Committee on Academic Performance has the authority to approve an alternative definition of a recruited student-athlete or identification of a cohort of student-athletes to be used to calculate a team's APR. The decision to approve any alternative definition will be based on objective evidence that the NCAA applicable cohort definition does not adequately address the unique characteristics of the applicant institution/conference. For example, if an institution is transitioning a team from scholarship to nonscholarship over time, there may be a

period in which the team will need an alternative cohort definition that will allow the inclusion of both scholarship and recruited student-athletes.

All such requests will be reviewed by the staff pursuant to the authority provided by the Committee on Academic Performance. Appeals of staff decisions will be hear by the Subcommittee on Data Collection and Reporting

Application Procedures.

A member institution/conference seeking to apply an alternative definition of recruited student-athlete or identification of cohort for purposes of calculating APR and/or GSR shall submit in writing a request to the national office.

All such institutional requests must be signed by the chancellor or president and must set forth the reasons why the institution believes an alternative definition of recruited student-athlete or identification of student-athletes for the APR and/or GSR cohort is warranted. The request also must include a proposed alternative definition of recruited or identification of student-athletes for the APR and/or GSR cohort.

All such conference requests must be signed by the conference commissioner and must set forth the reasons why the conference believes an alternative definition of recruited student-athlete or identification of an alternative cohort for purposes of calculating APR is warranted. The appeal also must include a proposed alternative definition of recruited or identification of student-athletes for the APR cohort.

In cases where time is of the essence, it is important for the submitting institution or conference to clearly specify the reason(s) the issue may be time sensitive.

Staff Review Procedures.

On receipt of the request, the staff will review the information to ensure it is complete and will notify the applicant institution/conference of the name of the staff member handling the request.

The staff has the authority to render a decision for all requests. All staff decisions will be based on the following criteria:

1. Demonstration that the suggested definition is used for other institutional, Association and/or governmental purposes (e.g., NCAA Division I athletics certification, institution or conference data collection);

2. Demonstration that failure to use the alternative definition or identification of student-athletes is inconsistent with the intent of the APP; and

3. Demonstration that the request provides for inclusion of a population of student-athletes actively solicited by the institution to compete on its athletics teams.

After reviewing all information, the staff will render for academic year(s) requested one of the following decisions:

1. **Approval**: The staff determines that the institution's request demonstrated evidence warranting the use of an alternative definition of recruited student-athlete.

2. **Denial**: The staff determines that the institution's request did not demonstrate circumstances warranting the use of an alternative definition of recruited student-athlete. The institution will be responsible for applying the definition of recruited student-athlete noted in Bylaw 13.02.13.1.

3. **Modified Approval:** The staff determines that the institution's request demonstrated evidence warranting the use of an alternative definition of recruited student-athlete; however, the alternative definition recommended by the institution was not sufficient and a modification was necessary. By issuing a modified approval, the staff/subcommittee permits the institution to use the modified alternative definition of recruited student-athlete.

APPEALS/RECONSIDERATIONS OF ALTERNATIVE COHORT DEFINITIONS

Appeals of Staff Decisions.

After the staff has acted on a request, the applicant institution/conference may appeal the decision to the Subcommittee on Data Collection and Reporting. The subcommittee's determination shall be final and shall not be subject to further review by any other authority.

The Committee on Academic Performance has authorized the Subcommittee on Data Collection and Reporting to review all appeals and render a decision on behalf of the committee.

All appeals of a staff decision must be filed within 14 calendar days of written notification of the staff's decision. Any appeal filed beyond this period must include an explanation of why the appeal was not filed within the prescribed time period. The chair of the subcommittee shall determine whether or not any appeal filed after 14 calendar days will be considered.

Subcommittee Review Procedures.

The subcommittee shall conduct its meetings and deliberations by facsimile, teleconference, email, Internet or in-person meeting. Deliberations shall involve only subcommittee members and NCAA national office staff.

All subcommittee decisions will be based on the following criteria:

1. Demonstration that the suggested definition is used for other institutional, Association and/or governmental purposes (e.g., NCAA Division I athletics certification, institution or conference data collection);

2. Demonstration that failure to use the alternative definition or identification of student-athletes is inconsistent with the intent of the APP; and

3. Demonstration that the request provides for inclusion of a population of student-athletes actively solicited by the institution to compete on its athletics teams.

After reviewing all information, the subcommittee will render for academic year(s) requested one of the following decisions:

1. **Approval**: The subcommittee determines that the institution's request demonstrated evidence warranting the use of an alternative definition of recruited student-athlete.

2. **Denial**: The subcommittee determines that the institution's request did not demonstrate circumstances warranting the use of an alternative definition of recruited student-athlete. The institution will be responsible for applying the definition of recruited student-athlete noted in Bylaw 13.02.13.1.

3. **Modified Approval:** The subcommittee determines that the institution's request demonstrated evidence warranting the use of an alternative definition of recruited student-athlete; however, the alternative definition recommended by the institution was not sufficient and a modification was necessary. By issuing a modified approval, the subcommittee permits the institution to use the modified alternative definition of recruited student-athlete.

The conflict of interest section of this document applies to the committee members' involvement in waiver and appeal requests.

Reconsideration.

After the staff and/or subcommittee have issued a decision, the institution/conference may ask the staff to reconsider its decision if the institution/conference submits new or additional relevant information. Requests with new or additional relevant information may not be heard by the subcommittee until the staff has reviewed and considered the new information.

DATA COLLECTION/SUBMISSION WAIVERS

EXTENSIONS OF FILING DEADLINES

Pursuant to Bylaw 23, the Committee on Academic Performance has the authority to grant exceptions/extensions to the filing deadlines prescribed in Bylaw 23.01.3 and in this policies and procedures manual. The decision to waive/extend any deadline will be based on objective evidence that demonstrates extenuating circumstances under which the member institution is unable to meet the required filing deadline.

All requests for waivers/extensions of the filing deadlines will be reviewed by the staff and/or the Subcommittee on Data Collection and Reporting.

Application Procedures.

A member institution seeking to waive/extend the prescribed filing deadlines shall submit its request to the NCAA national office via the Committee on Academic Performance portion of the LSDB*i*. All requests shall be submitted electronically to the staff using the online application provided by the NCAA. Any request to waive/extend the prescribed filing deadline must be submitted prior to the original filing deadline.

The request submitted by the institution must include the signature page signed by the chancellor or president. The request shall set forth the reasons the institution believes relief from the required filing deadline(s) is warranted for that academic year and shall provide an alternate date for submission. In addition to the completed online application, the institution may submit additional information believed to be relevant to the institution's request.

Further, in cases where time is of the essence, it is important for the submitting institution to clearly specify the reason(s) the issue may be time sensitive.

Staff Review Procedures.

On receipt of an institution's request, the staff will review the application to ensure it is complete, notify the applicant institution of the status of the request and identify the staff member handling the request.

The staff has the authority to render a decision for all waiver/extension requests involving the filing deadlines. Staff decisions will be based on the following criteria:

1. Mitigating circumstances and whether or not the mitigating circumstances were within the control of the member institution;

2. Length of requested extension, and

3. Number of prior institutional requests for a waiver/extension of the filing deadlines.

The staff has the authority to hear, deliberate and decide waiver/extension requests. After reviewing all information, the staff will render one of the following decisions.

1. **Approval**: The staff determines the institution's request demonstrated evidence that warranted a waiver/extension of the prescribed filing deadline and permits the institution to supply the required academic data by the deadline the applicant institution requested in its waiver/extension request.

2. **Denial**: The staff determines the institution's request did not demonstrate circumstances warranting a waiver/extension of the prescribed filing deadlines. The institution is responsible for filing all required academic data by the established deadlines and will be subject to legislated penalties for failure to submit the required academic information by the prescribed deadline.

3. **Modified Approval**: The staff determines the institution's request demonstrated evidence warranting a waiver/extension of the prescribed filing deadline; however, the subcommittee/staff determines the length of the extension requested by the institution is excessive or unrealistic. By issuing a modified approval, the staff permits the institution to supply the required academic data by a deadline the staff/subcommittee determines to be reasonable.

APPEALS/RECONSIDERATIONS OF EXTENSIONS

Appeals of Staff Decisions.

After the staff has issued a decision regarding a waiver/extension request, the applicant institution may appeal the decision to the Subcommittee on Data Collection and Reporting using the online appeal module of the LSDB*i* portal. The subcommittee determination shall be final and shall not be subject to further review by any other authority.

The Committee on Academic Performance has authorized the Subcommittee on Data Collection and Reporting to review all data collection waiver/extension appeals and to render a decision on behalf of the committee.

All appeals of a staff decision should be filed within 14 calendar days of written notification of the staff's decision. Any appeal filed after 14 calendar days must include an explanation why the appeal was not filed within the prescribed time period. The chair of the subcommittee shall determine whether or not any appeal filed after 14 calendar days shall be heard.

Subcommittee Review Procedures.

The subcommittee may conduct its deliberations by facsimile, teleconference, email, Internet or in-person meeting. Such deliberations shall involve only subcommittee members and NCAA national office staff.

Subcommittee decisions will be based on the following criteria:

1. Mitigating circumstances and whether or not the mitigating circumstances were within the control of the member institution;

2. Length of requested extension; and

3. Number of prior institutional requests for a waiver/extension of the filing deadlines.

The subcommittee has the authority to hear, deliberate and decide waiver/extension requests. After reviewing all information, the subcommittee will render one of the following decisions.

1. **Approval**: The subcommittee determines the institution's request demonstrated evidence that warranted a waiver/extension of the prescribed filing deadline and permits the institution to supply the required academic data by the deadline the applicant institution requested in its waiver/extension request.

2. **Denial**: The subcommittee determines the institution's request did not demonstrate circumstances warranting a waiver/extension of the prescribed filing deadlines. The institution is responsible for filing all required academic data by the established deadlines and will be subject to legislated penalties for failure to submit the required academic information by the prescribed deadline.

3. **Modified Approval**: The subcommittee determines the institution's request demonstrated evidence warranting a waiver/extension of the prescribed filing deadline; however, the subcommittee determines the length of the extension requested by the institution is excessive or unrealistic. By issuing a modified approval, the subcommittee permits the institution to supply the required academic data by a deadline the subcommittee determines to be reasonable.

Subcommittee Conflict of Interest.

The conflict of interest section of this document applies to the committee members' involvement in waiver and appeal requests.

Reconsideration.

After the staff and/or subcommittee have acted on a waiver/extension request, the institution may request the staff reconsider its decision if the institution submits new or additional relevant information. Requests with new or additional relevant information may not be heard by the subcommittee until the staff has reviewed and considered the new information.

WAIVER OF FILING DEADLINE PENALTIES (Bylaw 23.3)

After receipt of notification that an institution failed to submit the required APR, APC or GSR data by the prescribed deadline, the institution may seek a waiver of the resulting penalties to the Committee on Academic Performance and by that request reinstatement for championships eligibility.

Pursuant to Bylaw 23, the Committee on Academic Performance has the authority to review waivers of the filing deadline penalties as prescribed in Bylaw 23.01.3. The decision to waive a penalty will be based on objective evidence that demonstrates extenuating circumstances that resulted in the member institution being unable to meet the required filing deadline.

All waivers will be reviewed by the staff with appeals of staff decisions to the Subcommittee on Data Collection and Reporting.

Application Procedures.

A member institution that seeks to waive the penalty for failing to satisfy the prescribed filing deadline(s) shall submit the online waiver application to the national office only after the applicant institution's required APR, APC or GSR data has been submitted to the national office.

All requests shall be submitted online to the staff and must include the signature page signed by the chancellor or president and shall set forth the reasons why the institution believes relief from the applicable penalties is warranted.

In cases where time is of the essence, it is important for the submitting institution to clearly specify the reason(s) the issue is considered to be time sensitive.

Review Procedures.

On receipt of an institution's request, the staff will review the application to ensure it is complete and will provide to the institution the name of the staff member handling the request. The staff has the authority to render a decision for all waivers of filing deadline penalties. All staff decisions will be based on the following criteria:

1. Mitigating circumstances and whether or not the mitigating circumstances were within the control of the member institution; and

2. Prior requests for waivers/extensions of the filing deadline penalties.

The staff has the authority to deliberate and decide waiver requests. After reviewing all information, the staff will render one of the following decisions.

1. **Approval**: The staff determines the institution's request demonstrated evidence that warranted relief from the prescribed filing deadline penalties.

2. **Denial**: The staff determines the institution's waiver request did not demonstrate circumstances that warranted relief from the prescribed filing deadline penalties. The institution will be responsible for imposing all legislated penalties for failure to submit the required academic information by the prescribed deadline.

3. **Partial Approval**: The staff determines the institution's request demonstrated evidence that warranted partial relief from the prescribed filing deadline penalties; however, the staff may impose a reduced penalty to be applied by the institution.

APPEALS/RECONSIDERATIONS OF FILING DEADLINE PENALTIES

Appeals of Staff Decisions.

After the staff has issued a decision on a waiver request, the applicant institution may appeal the decision to the Subcommittee on Data Collection and Reporting using the online application. The subcommittee's determination shall be final and shall not be subject to further review by any other authority.

The Committee on Academic Performance has authorized the Subcommittee on Data Collection and Reporting to review all waiver requests and to render a decision on behalf of the committee.

All appeals of a staff decision must be requested within 14 calendar days of written notification of the staff's decision. Any appeal filed after 14 calendar days must include an explanation why the appeal was not filed within the prescribed time period. The chair of the subcommittee shall determine whether or not any appeal filed after 14 calendar days will be considered.

The subcommittee shall conduct its deliberations by facsimile, teleconference, email, Internet or in-person meeting. The deliberations of a request shall involve only subcommittee members and NCAA national office staff members.

Subcommittee Review Procedures.

All subcommittee decisions will be based on the following criteria:

1. Mitigating circumstances and whether or not the mitigating circumstances were within the control of the member institution; and

2. Prior requests for waivers/extensions of the filing deadline penalties.

The subcommittee has the authority to deliberate and decide waiver requests. After reviewing all information, the subcommittee will render one of the following decisions.

1. **Approval**: The subcommittee determines the institution's request demonstrated evidence that warranted relief from the prescribed filing deadline penalties.

2. **Denial**: The subcommittee determines the institution's waiver request did not demonstrate circumstances that warranted relief from the prescribed filing deadline penalties. The institution will be responsible for imposing all legislated penalties for failure to submit the required academic information by the prescribed deadline.

3. **Partial Approval**: The subcommittee determines the institution's request demonstrated evidence that warranted partial relief from the prescribed filing deadline penalties; however, the subcommittee may impose a reduced penalty to be applied by the institution.

The conflict of interest section of this document applies to the committee members' involvement in waiver and appeal requests.

Reconsideration.

After the staff and/or subcommittee have issued a decision on an institution's request, the institution may request the staff to reconsider its decision if the institution submits new or additional relevant information. Appeals with new or additional relevant information may not be heard by the subcommittee until the staff has reviewed and considered the new information.

REQUESTS FOR ADJUSTMENTS OF APR

Overview.

Pursuant to Bylaw 23, the Committee on Academic Performance has the authority to provide exceptions or adjustments to the calculation of the APR prescribed in Bylaw 23.02.1. The decision to approve any exception/adjustment to the calculation of the APR will be based on objective evidence that demonstrates that the normal process for accounting for the academic eligibility of the institution's student-athlete(s) and its success in retaining and graduating its

student-athletes should not apply. The committee's decision shall be final, conclusive and not subject to further review by any other authority.

The staff will review all requests for exceptions to the calculation of the APR prescribed in Bylaw 23.02.1. Appeals of staff decisions are heard by the Subcommittee on Data Collection and Reporting.

Application Procedures.

A member institution seeking an exception or adjustment to the normal calculation of the APR shall submit an online application to the national office after it has submitted its APR/APC data and completed the verification phase of the data submission process. Requests to adjust the normal calculation of the APR shall be considered for student-athletes included in each academic year that comprises the multiyear APR.

All requests shall be submitted to the staff via the LSDB*i* portal within 14 calendar days after the institution's data are verified. If an institution discovers additional adjustments after this date, they can be submitted during the adjustment period the next academic year. Institutions are permitted to request adjustments for previous academic year cohorts that comprise the institution's multiyear APR cohort only during the correction/adjustment period.

The online adjustment application submitted by the institution will produce a signature page that must be signed by the chancellor or president, the director of athletics, senior woman administrator, faculty athletics representative or director of compliance. The adjustment application shall set forth the reasons the institution believes that an exception to the normal calculation of the APR is warranted. In addition to the information included on the form, the institution may submit additional information and supporting documentation it believes is relevant to the request. The staff and/or subcommittee may request additional pertinent information before it reaches a final determination. *(Revised: February 2010; Effective: Fall 2010 data collection.)*

In some circumstances (i.e., degree program discontinued, dropped sport) no additional documentation must be submitted to the NCAA. In these instances, the director of athletics and the faculty athletics representative must certify in writing that the student-athlete met the conditions set forth in this section and must maintain the certification on file in the athletics department.

Staff Review Procedures.

On receipt of an institution's request, the staff will review the application to ensure it is complete, email the applicant institution the status of the request and identify the staff member handling the

request. No final decision will be rendered until the staff has received all required documentation.

The staff has the authority to render a decision for all adjustment requests. Staff decisions will be based on the following criteria:

1. The adjustment directive approved by the Committee on Academic Performance (see Appendix);

2. Mitigating circumstances and whether or not the mitigating circumstances were within the control of the member institution/team and/or student-athlete(s); and

3. Academic performance of the individual student-athlete.

The staff has the authority to consider, deliberate and decide APR adjustment requests. After reviewing all information, the staff will render one of the following decisions.

1. **Approval:** The staff determines that the institution's request demonstrated evidence that warranted an adjustment of the normal calculation of the APR for particular student-athlete(s).

2. **Partial Approval:** The staff determines that the institution's request demonstrated evidence that warranted partial relief from the normal calculation of the APR. By issuing a partial approval, the staff is adjusting part of the normal calculation of the APR.

3. **Conditional Approval:** The staff determines that the institution's request demonstrated evidence that warranted an adjustment to the normal calculation of the APR if specifically stated conditions are met by institution/team(s) and/or student-athlete(s). The staff will outline such conditions in its decision notification. Institutions/team(s) and/or student-athlete(s) that fail to meet the stated conditions will result in the decision converting to a denial and the APR being recalculated using the normal method prescribed in Bylaw 23.02.1. In such circumstances, the institution/team(s) immediately will be subject to any penalties resulting from the recalculation of the APR.

4. **Denial:** The staff determines that the institution's request did not demonstrate circumstances that warrant an exception to the normal calculation of the APR prescribed in Bylaw 23.02.1.

<u>Staff Conflict of Interest</u>.

A staff member must recuse himself or herself from participation in an adjustment request in which he or she is connected personally with an institution or conference (e.g., previous

employer, conference member, alma mater). A staff member with a personal relationship or institutional affiliation that reasonably would result in any appearance of bias or prejudice should refrain from participating in any manner in the processing of an adjustment request. It is the responsibility of the staff member to remove himself or herself if a conflict exists. Institutional objections to a staff member participating in the review of an adjustment request must be raised with the subcommittee chair or acting chair as soon as recognized, but will not be considered unless the concern is raised prior to the review. *(Revised: December 2008)*

APPEALS/RECONSIDERATIONS OF ADJUSTMENT DECISIONS

Appeals of Staff Decisions.

The committee has authorized the subcommittee to consider all appeals of staff decisions involving requests to adjust the normal application of the APR prescribed in Bylaw 23.02.1.

After the staff has issued a decision on an adjustment request, the applicant institution may appeal the decision to the subcommittee. The subcommittee's determination shall be final and shall not be subject to further review by any other authority.

The subcommittee shall conduct its deliberations by facsimile, teleconference, email or in person. Such deliberations shall involve only subcommittee members and NCAA national office staff members.

Appeal Procedures.

A member institution that seeks to appeal a staff decision shall submit the online waiver appeal application to the national office. All appeals shall be submitted using the online procedures provided by the NCAA. The online appeal application will produce a signature page, which must be signed by the chancellor or president, director of athletics, senior woman administrator, faculty athletics representative or director of compliance and be provided to the national office. The appeal must set forth the specific grounds on which the appeal is based and the rationale for the appeal. *(Revised: February 2010; Effective: APR adjustment requests and appeals submitted fall 2010 and beyond.)*

The grounds for appealing a staff decision are limited to the following criteria:

1. The staff deviated from its approved procedures; or

2. The findings of the staff are erroneous.

All appeals of a staff decision must be requested within five calendar days of electronic notification of the staff's decision. Any appeal filed after five calendar days must include an

explanation of why the appeal was not filed within the prescribed time period. The chair of the subcommittee shall determine whether or not any appeal filed after five calendar days will be considered.

Subcommittee Review Procedures.

If a staff decision is appealed, a summary of the case, the institution's notification of appeal and any supporting documentation submitted by the institution will be sent to a member of the subcommittee. The subcommittee member will be responsible to review the institution's appeal. The subcommittee member can affirm the staff's original decision, at which time the appeal is considered denied and final, or request the subcommittee review the appeal. If the subcommittee reviews an appeal, a simple majority will be necessary for a decision.

Subcommittee decisions will be based on the following criteria:

1. The adjustment directive approved by the Committee on Academic Performance;

2. Mitigating circumstances and whether or not the mitigating circumstances were within the control of the member institution/team and/or student-athlete(s); and

3. Academic performance of the individual student-athlete.

After reviewing all information, the subcommittee will render one of the following decisions:

1. **Approval:** The subcommittee determines that the institution's request demonstrated evidence that warranted an adjustment of the normal calculation of the APR for particular student-athlete(s).

2. **Partial Approval:** The subcommittee determines that the institution's request demonstrated evidence that warranted partial relief from the normal calculation of the APR. By issuing a partial approval, the staff/subcommittee is adjusting part of the normal calculation of the APR.

3. **Conditional Approval:** The subcommittee determines that the institution's request demonstrated evidence that warranted an adjustment to the normal calculation of the APR if specifically stated conditions are met by institution/team(s) and/or student-athlete(s). The subcommittee will outline such conditions in its decision notification. Institutions/team(s) and/or student-athlete(s) that fail to meet the stated conditions will result in the decision converting to a denial and the APR being recalculated using the normal method prescribed in Bylaw 23.02.1. In such circumstances, the institution/team(s) immediately will be subject to any penalties resulting from the recalculation of the APR.

4. **Denial:** The subcommittee determines that the institution's request did not demonstrate circumstances that warrant an exception to the normal calculation of the APR prescribed in Bylaw 23.02.1.

Subcommittee Conflict of Interest.

The conflict of interest section of this document applies to the committee members' involvement in waiver and appeal requests.

Reconsideration.

After the staff and/or subcommittee have issued a decision on an adjustment request, the institution may request the staff to reconsider its decision if the institution submits new relevant information. The subcommittee may not consider requests with new relevant information until the staff has reviewed the new information.

Effect of Prior Years' Adjustments on Previously Earned Penalties and/or Rewards.

Adjustments to data for prior years will not affect the status of any previously earned penalties or incentives. Adjusted data will be considered in the calculation of the most recent multiyear APR and any applicable subsequent years. However, if an institution discovers that an adjustment to a prior academic year's data would have resulted in the team not being subject to a previously earned penalty that has not yet been applied, it may request relief from the previous penalty. To request relief, an institution must submit a written request to the Subcommittee on Data Collection and Reporting and provide any necessary supporting documentation. *(Adopted: July 2006, Revised: January 2007)*

NCAA DIVISION I APR IMPROVEMENT PLANS

Overview.

APR Improvement Plans are meant to encourage teams and institutions to make immediate improvements in student-athlete academic performance. An APR Improvement Plan should be developed through broad-based campus participation and should identify the critical issues impacting a team's student-athlete academic performance, retention and graduation.

Plan Development and Submission Requirements.

Each institution with a team(s) with a multiyear APR below 930 must develop and submit an APR Improvement Plan to the national office. [Note: All institutions with multiyear rates including at least two years of APR data are subject to the plan development and submission

requirements.] Teams that have a squad-size adjusted APR above 930 are not subject to this requirement. The institution's president or chancellor must approve the institution's APR Improvement Plan. *(Revised: October 2011; Effective: October 2011)*

Institutions selected for an APP Data Review or going through athletics certification may be required to submit plans to the national office. Further, institutions must submit copies of all previous APR Improvement Plans, progress reports of those plans and any intended plan amendments. *(Adopted: April 2007 effective April 2007)*

Institutions that received a conditionally approved waiver of an APP penalty that must demonstrate acceptable implementation of its APR Improvement Plan as a condition of its waiver must submit information regarding implementation of its plan to the national office by the prescribed deadline.

Institutions Requesting and/or Receiving SSF.

Each institution requesting or receiving SSF must develop and submit an APR Improvement Plan for the institution regardless of whether it has any team(s) with a multiyear APR below 930. The plan must outline which initiatives are or will be funded in whole or in part with SSF monies. Additionally, institutions that received SSF monies must submit information regarding implementation of its plan to the national office by the prescribed deadline. (*Adopted: April 2010)*

APR Improvement Plan Submission Dates.

Institutions required to submit plans and information regarding implementation to the national office must do so via the online submission system by the established deadline communicated to the institutions each year. The committee established the following dates for the submission of APR Improvement Plans and/or evidence of implementation of the previous year's plan for the 2011-12 academic year:

2011-12 Team/Institution Reporting Requirements	**Submission Deadline**
Teams that received a conditional waiver of penalties in 2010-11 (implementation only)	October 3
SSF recipient institutions (implementation only)	October 3
Teams with a multiyear APR below 900	November 1
Institutions requesting SSF	November 1
Teams requesting a waiver of an APP penalty or with waiver request (whichever is earlier).	November 1
Teams with a multiyear APR below 930	January 16, 2012

(Adopted: April 2010, Revised: October 2011 effective October 2011)

Implementation of APR Improvement Plans.

Except in unique circumstances (e.g., natural disaster), the staff should not favorably consider any explanation offered by an institution for not implementing all critical element(s) of an APR Improvement Plan. However, the staff may favorably consider the following when evaluating implementation of an institution's plan:

1. Evidence that a critical element of the plan was addressed effectively by an alternate initiative or method not reflected in the original plan; or

2. Objective data that demonstrates that the previously identified issue is no longer a critical issue impacting the team(s). *(Adopted: July 2009)*

Failure to Develop a Required APR Improvement Plan.

An institution that is required to create and/or submit and APR Improvement Plan, but fails to create or submit a plan meeting all committee specifications, will be subject to the following prescribed penalties:

1. Ineligibility to receive SSF grant monies for one year;

2. A presumption that any related penalty waiver(s) will be denied; and

3. Notification to the institution's chancellor or president and conference office that the institution failed to create or submit an acceptable APR Improvement Plan. *(Adopted: July 2009)*

ACCESS TO POSTSEASON COMPETITION

The APP is meant to help ensure that the Division I membership is dedicated to providing student-athletes with an exemplary educational experience. In October 2011, the Board of Directors approved modifications to the APP penalties structure. These modifications included adopting an access model for postseason competition. Academic performance as assessed with the APR is now an element of qualification for postseason participation. This modification is designed to continue to move teams' academic performance to a higher level. (*Adopted: October 2011 effective with penalties incurred in 2011-12 and taken in 2012-13 and beyond.*)

WAIVERS OF INELIGIBILITY FOR POSTSEASON COMPETITION

Overview.

Pursuant to Bylaw 18.4.2.3.1, the Committee on Academic Performance has the authority to waive the application of the loss of postseason competition. The committee's decision shall be final, conclusive and not subject to further review by any other authority.

For teams within Level One and Level Two of the APP Penalty structure, the staff will initially hear all waivers of Bylaw 18.4.2.3.1 with appeals heard by the appeals subcommittee. Decisions by the appeals subcommittee may be appealed to the full committee chair based on the criteria outlined in these policies

For teams within Level Three of the APP Penalty structure, the staff will initially review waivers of Bylaw 18.4.2.3.1 with appeals heard by the full committee at an in-person hearing. This hearing will coincide with a hearing regarding the assignment of penalties for that team.

Application Procedures.

A member institution that seeks to delay imposing or to waive the application of Bylaw 18.4.2.3 shall submit an online waiver application to the national office only after it has received electronic notification indicating that one or more of the institution's teams are subject to the loss of access to postseason imposed per Bylaw 18.4.2.3.

Waivers of the loss of access to postseason competition must be filed within 14 calendar days of the institution's completion of the correction/adjustment period, or after receiving a final decision of all adjustment requests. All requests shall be submitted electronically to the national office staff via the LSDB*i* portal on the online application provided by the NCAA.

The online waiver application submitted by the institution will produce a signature page that must be signed by the chancellor or president. The waiver application shall set forth the reasons the institution believes that application of Bylaw 18.4.2.3 is not warranted. In addition to the information included on the form, the institution may submit additional information and supporting documentation it believes is relevant to the case. The staff, subcommittee, and/or committee may request additional pertinent information before a final determination is made.

Staff Review Procedures.

On receipt of an institution's request, the staff will review the application to ensure it is complete, email the applicant institution the status of the request and identify the staff member handling the request. No final decision will be rendered until all required documentation has been received by the staff.

Staff Deliberations and Decisions.

The staff has the authority to render a decision for all waiver requests. Staff decisions will be based on some or all of the following criteria:

1. The waiver directive approved by the Committee on Academic Performance; (See attached Appendix)

2. Extraordinary mitigating circumstances and whether those mitigating circumstances were within the control of the member institution and/or student-athlete(s);

3. Review of current APR Improvement Plan and implementation of previously created APR Improvement Plan(s).

4. Academic factors;

5. Alternative penalties offered by the institution, if any; and

6. All applicable information.

The staff has the authority to consider, deliberate and decide waiver requests. After reviewing all information, the staff will render one of the following decisions.

1. **Approval:** The staff determines the institution's request demonstrates evidence that a waiver of Bylaw 18.4.2.3 is warranted with no conditions.

2. **Conditional Approval:** The staff determines the institution's request demonstrates evidence that a waiver of Bylaw 18.4.2.3 is warranted if specific conditions are met by the institution/team. Such conditions will be outlined by the staff in the decision notification. Institutions/teams that fail to meet the stated conditions will result in the decision converting to a denial and the loss of access to postseason competition applies to the academic year following notification of the failure to satisfy condition(s).

3. **Denial:** The staff determines the institution's request does not demonstrate circumstances warranting a waiver of Bylaw 18.4.2.3. The team is banned from postseason competition in the next academic year.

Staff Conflict of Interest.

A staff member must recuse himself or herself from participation in a waiver request in which he or she is connected personally with an institution or conference (e.g., previous employer, alma mater). A staff member with a personal relationship or institutional affiliation that reasonably would result in any appearance of bias or prejudice should refrain from participating in any manner in the processing of a loss of access to postseason waiver request. It is the responsibility

of the staff member to remove himself or herself if a conflict exists. Institutional objections to a staff member participating in the review of an appeal must be raised with the subcommittee chair or acting chair as soon as recognized, but will not be considered unless the concern is raised prior to the review.

APPEALS/RECONSIDERATIONS OF WAIVER DECISIONS

Appeals of Staff Decisions.

The Committee on Academic Performance has authorized the Subcommittee on Appeals to consider all appeals of staff decisions involving Bylaw 18.4.2.3.

After the staff has issued a decision on a waiver request, the applicant institution may appeal the decision to the subcommittee.

Appeal Procedures.

A member institution seeking to appeal a staff decision shall submit the online waiver appeal application to the NCAA national office. All appeals shall be submitted using the LSDB*i* portal. The online appeal application will produce a signature page that must be signed by the chancellor or president and provided to the national office. The waiver appeal shall set forth the rationale for the appeal.

All appeals of a staff decision should be filed within seven calendar days of electronic notification of the staff's decision. Any appeal filed after seven calendar days must include an explanation why the appeal was not filed within the prescribed time period. The chair of the subcommittee shall determine whether or not any appeal filed after seven calendar days will be considered.

Subcommittee Review Procedures.

The subcommittee may conduct its deliberations by facsimile, teleconference, email, Internet or in-person meetings. A quorum for subcommittee review of appeals shall be a majority of subcommittee members present and voting. The first time a team is subject to loss of postseason competition, the appeal deliberations shall involve only subcommittee members and NCAA national office staff members. The following times a team is subject to loss of postseason competition, the appeal deliberations shall involve subcommittee members, NCAA national office staff members and the specified representatives from the institution.

The second time and beyond a team is subject to loss of postseason competition each of the following individuals from the institution must participate in the appeal: (a) chancellor or president (or his or her designee); (b) director of athletics or senior woman administrator; (c)

faculty athletics representative; (d) head coach of the penalized team(s); and (e) any other individuals whose presence was requested by the subcommittee. The institution at its discretion may permit other institutional staff members and conference office staff members (e.g., conference commissioner) to be on the teleconference for the appeal.

An institution and any individual whose presence has been requested by the subcommittee may have legal counsel present; however, an individual must speak on behalf of himself or herself.

Student-athletes and noninstitutional or nonconference office staff members are not permitted to participate in the teleconference or be present on the call.

The lead NCAA administrator who handled the case (or a staff member with case administrative oversight responsibilities) and NCAA staff member(s) supporting the work of the committee must participate on the call.

The subcommittee chair, at his or her discretion, has the authority to remove a participant from participating or being present on the teleconference. The subcommittee chair is not required to give advance notice/warning for removing any participants.

Subcommittee Deliberations and Decisions.

Subcommittee decisions will include consideration of the following:

1. The waiver directive approved by the Committee on Academic Performance; (See attached Appendix)

2. Extraordinary mitigating circumstances and whether those mitigating circumstances were within the control of the member institution and/or student-athlete(s);

3. Review of current APR Improvement Plan and implementation of previously created APR Improvement Plan(s).

4. Academic factors;

5. Alternative penalties offered by the institution, if any; and

6. All applicable information.

The subcommittee will receive the staff decision, the institution's request and supporting documentation and the team(s) APP data.

A simple majority of the subcommittee members present and voting is necessary for a decision. The chair, or acting chair, shall not vote unless there is a tie vote among present and voting members. In situations where there is a tie vote, the chair shall cast the deciding vote.

After reviewing all information, the subcommittee will render one of the following decisions:

1. **Approval:** The subcommittee determines the institution's request demonstrates evidence that a waiver of Bylaw 18.4.2.3 is warranted with no conditions.

2. **Conditional Approval:** The subcommittee determines the institution's request demonstrates evidence that a waiver of Bylaw 18.4.2.3 is warranted if specific conditions are met by the institution/team. Such conditions will be outlined by the subcommittee in the decision notification. Institutions/teams that fail to meet the stated conditions will result in the decision converting to a denial and the loss of access to postseason competition applies to the next academic year.

3. **Denial:** The subcommittee determines the institution's request does not demonstrate circumstances warranting a waiver of Bylaw 18.4.2.3. The team is banned from postseason competition in the next academic year.

If relief is not provided, the institution will be notified that the team is not eligible for postseason competition in the next academic year.

Appeals of Subcommittee Decisions.

The Subcommittee on Appeals' decision may be appealed in writing to the Committee on Academic Performance chair, or in the event of recusal by the chair, to the Committee on Academic Performance vice chair. The chair (or vice chair) may deny the appeal request or may forward it to the full committee for further review and consideration. If the chair (or vice chair) denies the request, this decision is final and no further appellate opportunity is provided.

The chair (or vice chair's) consideration of the appeal must be based on the following criteria: the institution must demonstrate that the appeals subcommittee abused its discretion in denying the request. Abuse of discretion occurs when the subcommittee fails to follow NCAA legislation and/or established APP policies and procedures, and the failure to adhere to legislation or policies reasonably could have resulted in a different decision by the appeals subcommittee.

If, based on these criteria, the chair (or vice chair) does forward the waiver request to the full committee, the committee hearing may be conducted by teleconference or in-person meeting and shall include some opportunity for the institution to present its request orally as well as in writing. The full committee's decision shall be final and not subject to any further review. Additionally, members of the appeals subcommittee who participated in the initial appeal denial,

shall not participate in the full committee appeal, except for the acting chair who may present information but may not deliberate or vote.

Committee Deliberations and Decisions.

If the waiver appeal is to be heard by the committee, decisions will include consideration of the following:

1. The waiver directive approved by the Committee on Academic Performance;

2. Extraordinary mitigating circumstances and whether the mitigating circumstances were within the control of the institution and student-athlete(s) and impacted multiple years of APR data; and

3. Review of current APR Improvement Plan and implementation of previously created APR Improvement Plan(s).

The committee will receive the staff and subcommittee decisions, the institution's request and supporting documentation and the team(s) APP data.

A simple majority of the committee members present and voting is necessary for a decision. The chair, or acting chair, shall not vote unless there is a tie vote among present and voting members. In situations where there is a tie vote, the chair shall cast the deciding vote.

After reviewing all information, the committee will render one of the following decisions:

1. **Approval:** The committee determines the institution's request demonstrates evidence that a waiver of Bylaw 18.4.2.3 is warranted with no conditions.

2. **Conditional Approval:** The committee determines the institution's request demonstrates evidence that a waiver of Bylaw 18.4.2.3 is warranted if specific conditions are met by the institution/team. Such conditions will be outlined by the committee in the decision notification. Institutions/teams that fail to meet the stated conditions will result in the decision converting to a denial and the loss of access to postseason competition applies to the next academic year.

3. **Denial:** The committee determines the institution's request does not demonstrate circumstances warranting a waiver of Bylaw 18.4.2.3. The team is banned from postseason competition in the next academic year.

If relief is not provided, the institution will be notified that the team is not eligible for postseason competition in the next academic year.

The committee's decisions are final and binding. There is no further appeal.

Subcommittee/Committee Conflict of Interest.

The conflict of interest section of this document applies to the committee members' involvement in waiver and appeal requests.

Reconsideration.

After the staff and/or subcommittee have issued a decision on a waiver request, the institution may ask the staff or subcommittee to reconsider its decision if the institution submits new relevant information. Requests with new relevant information may not be considered by the subcommittee until the staff has reviewed the new information. Note that APR Improvement Plans modified and submitted after the staff/subcommittee decision has been rendered will not be considered new information. *(Adopted: April 2010, effective April 2010)*

REVIEW OF CONDITIONALLY APPROVED LOSS OF ACCESS TO POSTSEASON COMPETITION WAIVERS - Determining whether the condition(s) was satisfied.

The staff has authority to review conditionally approved waivers to determine whether the condition(s) was satisfied. If the condition(s) is not satisfied, the institution has the opportunity to explain to the staff why it failed to meet the condition(s) or why it believes it did not meet the stated conditions. The staff can accept the institution's argument and waive the unmet condition, or it can allow the denied waiver to stand due to the unmet condition. The staff's decision may be appealed to the Subcommittee on Appeals. The subcommittee's decision is final and not subject to further review by any other authority.

Staff Review Procedures.

The waiver case staff shall review the APP data and other relevant information of all institutions that had conditionally approved waivers from the previous year to confirm whether the stated condition(s) has been satisfied. The staff will conduct this review once the APR data submission correction and adjustment phases are complete.

If the stated condition(s) has been satisfied, the waiver case staff will notify the institution, in writing, that the loss of access to postseason competition has been waived.

If the condition(s) is not satisfied, the waiver case staff will provide written notification that the conditionally approved waiver has not been satisfied and the team must serve a ban from postseason competition in the current academic year. Furthermore, the staff will notify the institution that it may provide an explanation regarding why it failed to satisfy the condition(s) or why it believes it did meet the stated conditions(s).

The request must be submitted electronically to the NCAA national office via the LSDB*i* portal. Requests must be submitted within seven calendar days after the notification that the condition(s) has not been met and the institution is subject to the penalty. The online application will produce a signature page that must be signed by the institution's chancellor or president.

The request must set forth the reasons why the institution failed to meet its condition(s) or why it believes it did meet the stated condition(s) and as a result why the loss of access to postseason competition is not warranted. The institution may submit additional information that it believes is relevant to the case. The subcommittee may request additional pertinent information before a final determination is made.

Any request filed after seven calendar days must include an explanation of why the request was not filed within the prescribed time period. The chair of the subcommittee must determine whether any request filed after seven calendar days will be considered.

Staff Deliberations and Decisions.

The staff may grant relief based on some or all of the following criteria:

1. Mitigating circumstances that impacted the team meeting the condition and whether the mitigating circumstances were within the control of the institution, department of athletics, and student-athlete(s).

2. Size of variance between the team's most recent single-year APR and the APR required as the condition.

3. Improvement of the team's APR, eligibility and/or retention APR.

4. Review of current APR Improvement Plan and implementation of previously created APR Improvement Plan(s).

5. Any additional information provided by the institution.

After reviewing all the information, the staff may render one of the following decisions:

1. **Approved:** The staff determines that the condition(s) is satisfied or the explanation provided by the institution is sufficient to satisfy the condition(s) and as a result, the institution is not subject to the loss of access to postseason competition.

2. **Denied:** The staff determines that the institution does not present circumstances that warrant relief from the staff conditional approval and as a result, the institution is subject to the loss of access to postseason competition.

APPEALS/RECONSIDERATIONS OF STAFF DECISIONS ON CONDITIONALLY APPROVED LOSS OF ACCESS TO POSTSEASON COMPETITION WAIVERS - DETERMINING WHETHER THE CONDITION(S) WAS SATISFIED.

Subcommittee Review Procedures.

After the staff has rendered a decision, the institution may appeal the decision to the Subcommittee on Appeals. The subcommittee's decision is final and is not subject to further review by any other authority.

The request must be submitted electronically to the NCAA national office via the LSDB*i* portal. Requests must be submitted within seven calendar days after the notification that the condition(s) has not been met and the institution is subject to the penalty. The online application will produce a signature page that must be signed by the institution's chancellor or president.

The request must set forth the reasons why the institution failed to meet its condition(s) or why it believes it did meet the stated condition(s) and as a result why the loss of access to postseason competition is not warranted. The institution may submit additional information that it believes is relevant to the case. The subcommittee may request additional pertinent information before a final determination is made.

Any request filed after seven calendar days must include an explanation of why the request was not filed within the prescribed time period. The chair of the subcommittee must determine whether any request filed after seven calendar days will be considered.

Subcommittee Deliberation and Decisions.

Subcommittee decisions will include consideration of the following:

1. Mitigating circumstances that impacted the team meeting the condition, and whether the mitigating circumstances were within the control of the institution and student-athlete(s).

2. Size of variance between the team's most recent single-year APR and the APR required as the condition.

3. Improvement of the team's APR, eligibility and/or retention APR.

4. Review of current APR Improvement Plan and implementation of previously created APR Improvement Plan(s).

5. Any additional information provided by the institution.

The subcommittee will receive the original staff conditional approval decision, staff decision regarding condition(s) not being met, the institution's request and supporting documentation and the team(s) APP data.

The subcommittee may conduct its deliberations by facsimile, teleconference, email, Internet or in-person meeting. Such deliberations shall include only committee members and NCAA staff members supporting the committee.

A simple majority of the subcommittee members present and voting is necessary for a decision. The chair, or acting chair, shall not vote unless there is a tie vote among present and voting members. In situations where there is a tie vote, the chair shall cast the deciding vote.

After reviewing all information, the subcommittee will render one of the following decisions:

1. **Approved:** The subcommittee determines that the condition(s) is satisfied or the explanation provided by the institution is sufficient to satisfy the condition(s) and as a result, the institution is not subject to the loss of access to postseason competition.

2. **Denied:** The subcommittee determines that the institution does not present circumstances that warrant relief from the staff conditional approval and as a result, the institution is subject to the loss of access to postseason competition.

If relief is not provided, the institution will be notified that the team is not eligible for postseason competition in the next academic year.

The subcommittee's decision is final and not subject to further review by any other authority.

Reconsideration.

After the staff and/or subcommittee issued a decision on the review of a conditionally approved waiver of the loss of access to postseason competition, the institution may ask the staff or subcommittee to reconsider its decision if the institution submits new relevant information. Requests with new relevant information may not be considered by the subcommittee until the staff has reviewed the new information.

Reporting Staff Decisions.

The staff shall submit summaries of all decisions made by the staff to the subcommittee for their review.

APP PENALTIES

Overview.

The APP is meant to help ensure that the Division I membership is dedicated to providing student-athletes with an exemplary educational experience. The Board of Directors instructed that there be a system of disincentives for those teams that perform at an unacceptable level academically. Penalties are designed to restrict or deny the benefits of the NCAA for those teams that have a demonstrated history of academic underachievement.

A team incurs an APP penalty when it presents a multiyear APR below 930 (900 in 2011-12 and 2012-13). APP penalties are progressive and cumulative, with each year below the penalty benchmark bringing more severe penalty elements. The penalty elements must be taken in the academic year following official notification of penalties. Official notification occurs when an institution's APP penalty and access report is available following verification of APP data. Additional information can be found in Bylaw 23 and the NCAA Division I Academic Performance Program Penalty Guide. *(Revised: October 2011; Effective: October 2011)*

WAIVERS OF APP PENALTIES

Overview.

Pursuant to Bylaw 23, the Committee on Academic Performance has the authority to waive the application of Bylaw 23.2.1.2.1, Bylaw 21.2.1.2.2 and Bylaw 23.2.1.2.3. The committee has authorized the Subcommittee on Appeals and the staff to review waivers of Level One and Two APP Penalties. The committee has authorized the staff limited review of Level Three APP Penalties. The subcommittee's decisions relative to Level One or Two Penalties shall be final, conclusive and not subject to further review by any other authority. Decisions of the Committee on Academic Performance relative to Level Three Penalties may be appealed to a designated Subcommittee of the Division I Board of Directors (Bylaw 23.3). Decision of the Board's subcommittee are final, conclusive and not subject to further review by any other authority. *(Revised: October 2011; Effective: October 2011)*

APP Penalty waivers are considered separately from waivers of loss of access to postseason competition, although they may be submitted simultaneously. Please refer to that section of this document for more information on loss of access to postseason competition.

Staff Conflict of Interest.

A staff member must recuse himself or herself from participation in a waiver request in which he or she is connected personally with an institution or conference (e.g., previous employer,

conference member, alma mater). A staff member with a personal relationship or institutional affiliation that reasonably would result in any appearance of bias or prejudice should refrain from participating in any manner in the processing of a loss of access to postseason waiver request. It is the responsibility of the staff member to remove him- or herself if a conflict exists. Institutional objections to a staff member participating in the review of an appeal must be raised with the subcommittee chair or acting chair as soon as recognized, but will not be considered unless the concern is raised prior to the review.

Subcommittee/Committee Conflict of Interest.

The conflict of interest section of this document applies to the committee members' involvement in waiver and appeal requests.

LEVEL ONE AND TWO PENALTY WAIVERS

Waiver Application Procedures.

All APP Level One and Two Penalty waiver requests must be submitted electronically to the NCAA national office via the LSDB*i* portal. Waivers must be submitted within 14 calendar days of the institution entering the penalty waiver period. The online waiver application will produce a signature page that must be signed by the institution's chancellor or president.

The waiver must set forth the reasons the institution believes that application of Bylaw 23.2.1 should not apply. The waiver must identify all team penalties for which the institution wishes to seek relief. The waiver will be considered a single case and will not be complete until each team penalty is addressed. The institution may include additional information and supporting documentation it considers relevant to its request.

The reviewing body may request additional pertinent information before a decision is rendered.

Any waiver request filed after 14 calendar days must include an explanation of why the request was not filed within the prescribed time period. The chair of the Subcommittee on Appeals must determine whether any request filed after 14 calendar days will be considered. *(Revised: October 2006; Revised: April 2007. Revised: October 2011; Effective: October 2011)*

Staff Review Procedures.

On receipt of an institution's request, the staff will review the application to ensure it is complete, email the institution's designated contact regarding the status of the request and identify the NCAA staff member handling the request. A request will not be processed and reviewed until all required documentation has been received by the staff. An institution has 10 calendar days to submit requested documents. If it does not provide the documentation within the timeframe, the

case will be staff denied. Otherwise, the staff processing the case has 21 calendar days to render a decision.

The staff has the authority to render a decision for all Level One and Two Penalty waiver requests. Decisions will include consideration of the following:

1. The waiver directive approved by the Committee on Academic Performance (see Appendix).

2. Historical-academic performance of the respective penalized team(s) and/or student-athlete(s).

3. Mitigating circumstances and whether the mitigating circumstances were within the control of the member institution and student-athlete(s) and had a direct impact on the team's APR.

4. Size of variance between the team's APR and the penalty benchmark.

5. Review of current APR Improvement Plan and implementation of previous APR Improvement Plan(s).

6. Other factors deemed relevant to the waiver.

The staff has the authority to consider, deliberate and decide Level One and Two Penalty waiver requests. After reviewing all information, the staff will render one of the following decisions:

1. **Approved:** The staff determines the institution's request demonstrated evidence that waiver of Bylaw 23.2.1.2.1 or 23.2.1.2.2 is warranted with no conditions. In such instances, the team will not be subject to the Level One or Two Penalty elements.

2. **Partially Approved:** The staff determines the institution's request demonstrated evidence that a partial waiver of Bylaw 23.2.1.2.1 or 23.2.1.2.2 is warranted with no conditions. In such instances, the team will not be subject to all the Level One or Two Penalty elements, but rather some elements will be waived.

3. **Conditionally Approved (Full or Partial):** The staff determines that the institution's request demonstrated evidence that a waiver of Bylaw 23.2.1.2.1 or 23.2.1.2.2 is warranted if specific conditions are met by the institution/team(s). Such conditions will be outlined by the staff in the decision notification. In such instances, the team will not be subject to the Level One or Two Penalty elements (some or all depending on the scope of the approval), but rather they will be conditionally waived. Failure to meet the stated

conditions will result in the decision converting to a denial and the waived penalty being applied to the next academic year.

4. **Denied:** The staff determines the institution's request does not demonstrate circumstances warranting a waiver of Bylaw 23.2.1.2.1 or 23.2.1.2.2. The institution will be responsible for applying the designated penalty or penalties at the originally prescribed times.

Written confirmation of the decision must be provided by the staff to the institution within seven calendar days of its decision.

Reporting Staff Decision.

The staff shall submit summaries of all decisions made by the staff to the subcommittee for their review. *(Adopted: October 2007)*

APPEALS OF LEVEL ONE PENALTIES (BYLAW 23.2.1.2.1)

Appeal of Staff Decision.

The committee has authorized the Subcommittee on Appeals to consider all appeals of staff decisions involving Bylaw 23.2.1.2.1, Level One APP Penalties.

After the staff has rendered a decision, the institution may appeal the decision to the subcommittee. The subcommittee's decision is final and is not subject to further review by any other authority.

Subcommittee members may not discuss a pending request with the staff processing the case or institutional representatives without all parties having the opportunity to participate. However, the staff supporting the work of the committee may contact the subcommittee chair to arrange a teleconference or to discuss procedural matters relevant to processing an institution's request. Further, the subcommittee members may contact the staff supporting the work of the committee to request that additional information about the case be submitted.

Appeal Procedures.

An institution must submit the online appeal of a staff decision to the NCAA national office. All appeals must be submitted using the LSDB*i* portal. The online appeal program will produce a signature page that must be signed by the chancellor or president and must be provided to the NCAA national office. The application must set forth the rationale for the appeal. In addition, the appeal must identify all team penalties which the institution wishes to appeal. The appeal will be considered a single case and will not be complete until each team penalty is addressed.

All appeals of a staff decision must be filed with the NCAA national office within seven calendar days of written notification of the staff's decision.

Any appeal filed after seven calendar days must include an explanation of why the appeal was not filed within the prescribed time period. The chair of the subcommittee must determine whether any appeal filed after seven calendar days will be considered. *(Revised: July 2007)*

Subcommittee Deliberations and Decisions.

The subcommittee has the authority to render a decision for all Level One APP Penalty waiver requests. Decisions will include consideration of the following:

1. The waiver directive approved by the Committee on Academic Performance (see Appendix).

2. Historical-academic performance of the respective penalized team(s) and/or student-athlete(s).

3. Mitigating circumstances and whether the mitigating circumstances were within the control of the member institution and student-athlete(s) and had a direct impact on the team's APR.

4. Size of variance between the team's APR and the penalty benchmark.

5. Review of current APR Improvement Plan and implementation of previous APR Improvement Plan(s).

6. Other factors deemed relevant to the waiver.

The subcommittee will receive and review the penalty notice, appeal application (including supporting documents), staff decision and rationale, and team APP data.

The subcommittee may conduct its deliberations by facsimile, teleconference, email, Internet or in-person meeting. Such deliberations shall include only subcommittee members and NCAA staff members supporting the work of the committee.

A simple majority of the subcommittee members present and voting is necessary for a decision. The chair, or person serving as chair on a particular appeal, shall not vote unless there is a tie vote among present and voting members. In situations where there is a tie vote, the chair shall cast the deciding vote.

After reviewing all information, the subcommittee will render one of the following decisions:

1. **Approved:** The subcommittee determines the institution's request demonstrated evidence that waiver of Bylaw 23.2.1.2.1 is warranted with no conditions. In such instances, the team will not be subject to the Level One Penalty elements.

2. **Partially Approved:** The subcommittee determines the institution's request demonstrated evidence that a partial waiver of Bylaw 23.2.1.2.1 is warranted with no conditions. In such instances, the team will not be subject to all the Level One Penalty elements, but rather some elements will be waived.

3. **Conditionally Approved (Full or Partial):** The subcommittee determines that the institution's request demonstrated evidence that a waiver of Bylaw 23.2.1.2.1 is warranted if specific conditions are met by the institution/team(s). Such conditions will be outlined by the staff in the decision notification. In such instances, the team will not be subject to the Level One Penalty elements (some or all depending on the scope of the approval), but rather they will be conditionally waived. Failure to meet the stated conditions will result in the decision converting to a denial and the waived penalty being applied to the next academic year.

4. **Denied:** The subcommittee determines the institution's request does not demonstrate circumstances warranting a waiver of Bylaw 23.2.1.2.1. The institution will be responsible for applying the designated penalty at the originally prescribed times.

Written confirmation of the decision must be provided by the staff to the institution within 21 calendar days of its decision.

APPEALS OF LEVEL TWO PENALTY WAIVERS (BYLAW 23.2.1.2.2)

Appeal of Staff Decision.

The committee has authorized the Subcommittee on Appeals to consider all appeals of staff decisions involving Bylaw 23.2.1.2.2, Level Two APP Penalties.

After the staff has rendered a decision, the institution may appeal the decision to the subcommittee. The subcommittee's decision is final and is not subject to further review by any other authority.

Subcommittee members may not discuss a pending request with the staff processing the case or institutional representatives without all parties having the opportunity to participate. However, the staff supporting the work of the committee may contact the subcommittee chair to arrange a teleconference or to discuss procedural matters relevant to processing an institution's request. Further, the subcommittee members may contact the staff supporting the work of the committee to request that additional information about the case be submitted.

Appeal Procedures.

An institution must submit the online appeal of a staff decision to the NCAA national office. All appeals must be submitted using the LSDB*i* portal. The online appeal program will produce a signature page that must be signed by the chancellor or president and must be provided to the NCAA national office. The application must set forth the rationale for the appeal. In addition, the appeal must identify all team penalties which the institution wishes to appeal. The appeal will be considered a single case and will not be complete until each team penalty is addressed.

All appeals of a staff decision must be filed with the NCAA national office within seven calendar days of written notification of the staff's decision.

Any appeal filed after seven calendar days must include an explanation of why the appeal was not filed within the prescribed time period. The chair of the subcommittee must determine whether any appeal filed after seven calendar days will be considered. *(Revised: July 2007)*

Appeal Participants.

Each of the following individuals from the institution must participate in the Level Two Penalty waiver appeal: (a) chancellor or president (or his or her designee); (b) director of athletics or senior woman administrator; (c) faculty athletics representative; (d) head coach of the penalized team(s); and (e) any other individuals whose presence was requested by the subcommittee.

The institution at its discretion may permit other institutional staff members and conference office staff members (e.g., conference commissioner) to be on the teleconference for the appeal.

An institution and any individual whose presence has been requested by the subcommittee may have legal counsel present; however, an individual must speak on behalf of himself or herself.

Student-athletes and noninstitutional or nonconference office staff members are not permitted to participate in the teleconference or be present on the call.

The lead NCAA administrator who handled the case (or a staff member with case administrative oversight responsibilities) and NCAA staff member(s) supporting the work of the committee must participate on the call.

The subcommittee chair, at his or her discretion, has the authority to remove a participant from participating or being present on the teleconference. The subcommittee chair is not required to give advance notice/warning for removing any participants.

Documents Reviewed by the Subcommittee.

The subcommittee will receive and review the notice of penalty, appeal application (including supporting documents), staff decision and rationale and applicant team(s) APP data. Prior to the teleconference, the subcommittee will distribute to the institution, NCAA staff and involved individuals an agenda of teams to be discussed and a list of specific documents that comprise the record the subcommittee will review.

Introductions.

The subcommittee chair will call the teleconference meeting to order and introduce the members of the subcommittee.

Following introductions of the subcommittee, the chair of the subcommittee will ask the institution to select one person to speak on behalf of the institution (institutional spokesperson). This person must be someone who is employed by the institution on a full-time basis. An involved individual must speak on behalf of himself or herself.

The institution will introduce its representatives followed by individuals whose presence has been requested by the subcommittee or the institution and conference office representatives. The NCAA staff will introduce themselves. After the introductions, the subcommittee chair may make announcements.

Review of the Appeal.

The NCAA staff administrator who handled the case (or a staff member with oversight responsibilities) has 10 minutes per team to describe the facts of the appeal, applicable case precedent and the staff's rationale.

The institution's spokesperson will then have 10 minutes per team to describe the case and explain the reasons for requesting that the staff's decision be overturned or modified.

The chair or acting chair is responsible for monitoring the time. Following the description of the case, the subcommittee members may ask questions of all participants. Once all questions have been answered, the call will conclude with the staff and institution each providing one five minute closing statement. The closing statement must be conducted by the institution's spokesperson and the staff member who presented the case.

Deliberations and Decision.

At the conclusion of the teleconference, the subcommittee members must deliberate. Neither the institution, conference nor NCAA staff member(s) handling or presenting the case may be present for the deliberations. NCAA staff members supporting the committee will be present

during deliberations but will not be the same staff member(s) handling or presenting the case. *(Adopted: January 2008 effective January 2008)*

A simple majority of subcommittee members present and voting is necessary for a decision. The chair, or acting chair on a particular appeal, shall not vote unless there is a tie vote among present and voting members. In situations where there is a tie vote, the chair shall cast the deciding vote.

Subcommittee Deliberations and Decisions.

The subcommittee has the authority to render a decision for all Level Two APP Penalty waiver requests. Decisions will include consideration of the following:

1. The waiver directive approved by the Committee on Academic Performance (see Appendix).

2. Historical-academic performance of the respective penalized team(s) and/or student-athlete(s).

3. Mitigating circumstances and whether the mitigating circumstances were within the control of the member institution and student-athlete(s) and had a direct impact on the team's APR.

4. Size of variance between the team's APR and the penalty benchmark.

5. Review of current APR Improvement Plan and implementation of previous APR Improvement Plan(s).

6. Other factors deemed relevant to the waiver.

The subcommittee will receive and review the penalty notice, appeal application (including supporting documents), staff decision and rationale, and team APP data.

The subcommittee may conduct its deliberations by facsimile, teleconference, email, Internet or in-person meeting. Such deliberations shall include subcommittee members, NCAA staff members supporting the work of the committee, the staff member who processed the staff decision, and specified individuals from the institution (see above).

After reviewing all information, the subcommittee will render one of the following decisions:

1. **Approved:** The subcommittee determines the institution's request demonstrated evidence that waiver of Bylaw 23.2.1.2.2 is warranted with no conditions. In such instances, the team will not be subject to the Level Two Penalty elements.

2. **Partially Approved:** The subcommittee determines the institution's request demonstrated evidence that a partial waiver of Bylaw 23.2.1.2.2 is warranted with no conditions. In such instances, the team will not be subject to all the Level Two Penalty elements, but rather some elements will be waived.

3. **Conditionally Approved (Full or Partial):** The subcommittee determines that the institution's request demonstrated evidence that a waiver of Bylaw 23.2.1.2.2 is warranted if specific conditions are met by the institution/team(s). Such conditions will be outlined by the staff in the decision notification. In such instances, the team will not be subject to the Level Two Penalty elements (some or all depending on the scope of the approval), but rather they will be conditionally waived. Failure to meet the stated conditions will result in the decision converting to a denial and the waived penalty being applied to the next academic year.

4. **Denied:** The subcommittee determines the institution's request does not demonstrate circumstances warranting a waiver of Bylaw 23.2.1.2.2. The institution will be responsible for applying the designated penalty at the originally prescribed times.

Written confirmation of the decision must be provided by the staff to the institution within 21 calendar days of its decision.

Reconsideration of Level One or Two Penalty Waiver Requests.

After the staff and/or subcommittee have issued a decision on a Level One or Two waiver request, the institution may ask the staff or subcommittee to reconsider its decision if the institution submits new relevant information. Requests with new relevant information may not be considered by the subcommittee until the staff has reviewed the new information. Note that APR Improvement Plans modified and submitted after the staff/subcommittee decision has been rendered will not be considered new information. *(Adopted: April 2010 effective April 2010)*

REVIEW OF CONDITIONALLY APPROVED LEVEL ONE AND TWO APP PENALTY WAIVERS - Determining whether the condition(s) was satisfied.

The waiver case staff has authority to review conditionally approved waivers to determine whether the condition(s) was satisfied. If the condition(s) is not satisfied, the institution has the opportunity to explain to the staff why it failed to meet the condition(s) or why it believes it did not meet the stated conditions. The staff's decision may be appealed to the Subcommittee on Appeals. The subcommittee's decision is final and not subject to further review by any other authority.

Review of Conditional Approvals Process.

The staff shall review the APP data and other imposed conditions for all institutions that had conditionally approved waivers from the previous year to confirm whether the stated condition(s) has been satisfied. The staff will conduct this review once the APR data submission correction and adjustment phase is complete.

If the stated condition(s) has been satisfied, the waiver case staff will notify the institution, in writing, that the penalty has been waived.

If the condition(s) is not satisfied, the waiver case staff will provide written notification that the conditionally approved waiver has not been satisfied and the team is required to impose the identified penalties at the next available opportunity. In addition, if based on the most recent year's data, the team has become subject to the next penalty level, it must apply that level's penalty elements as well.

Furthermore, the staff will notify the institution that it may provide an explanation regarding why it failed to satisfy the condition(s) or why it believes it did meet the stated conditions(s).

The appeal request must be submitted electronically to the NCAA national office via the LSDB*i* portal. Requests must be submitted within seven calendar days after the notification that the condition(s) has not been met and the institution is subject to the penalty. The online application will produce a signature page that must be signed by the institution's chancellor or president.

The request must set forth the reasons why the institution failed to meet its condition(s) or why it believes it did meet the stated condition(s) and as a result why the application of Bylaw 23.2.1.2.1 or Bylaw 23.2.1.2.2 is not warranted. The institution may submit additional information that it believes is relevant to the case. The staff may request additional pertinent information before a final determination is made.

Any request filed after seven calendar days must include an explanation of why the request was not filed within the prescribed time period. The chair of the subcommittee must determine whether any request filed after seven calendar days will be considered.

Staff Deliberations and Decisions.

The staff may grant relief based on some or all of the following criteria:

1. Mitigating circumstances that impacted the team meeting the condition and whether the mitigating circumstances were within the control of the institution and student-athlete(s).

2. If multiple conditions were assigned, the number of conditions met and historical-academic performance of the respective penalized team.

3. Size of variance between the team's most recent single-year APR and the APR required as the condition.

4. Improvement of the team's APR, eligibility and/or retention APR.

5. Review of current APR Improvement Plan and implementation of previously created APR Improvement Plan(s).

6. Any additional information provided by the institution.

After reviewing all the information, the staff may render one of the following decisions:

1. **Approved:** The staff determines that the condition(s) is satisfied or the explanation provided by the institution is sufficient to satisfy the condition(s) and as a result, the institution is not subject to the Level One or Two Penalty.

2. **Denied:** The staff determines that the institution did not present circumstances that warrant relief from the staff conditional approval and as a result, the institution is subject to the Level One or Two Penalty.

APPEALS/RECONSIDERATIONS OF STAFF DECISIONS ON CONDITIONALLY APPROVED LEVEL ONE OR TWO PENALTY WAIVERS - Determining whether the condition(s) was satisfied.

Subcommittee Review.

After the staff has rendered a decision, the institution may appeal the decision to the Subcommittee on Appeals. The subcommittee's decision is final and is not subject to further review by any other authority.

The request must be submitted electronically to the NCAA national office via the LSDB*i* portal. Requests must be submitted within seven calendar days after the notification that the condition(s) has not been met and the institution is subject to the penalty. The online application will produce a signature page that must be signed by the institution's chancellor or president.

The request must set forth the reasons why the institution failed to meet its condition(s) or why it believes it did meet the stated condition(s) and as a result why the application of Bylaw 23.2.1.2.1 or Bylaw 23.2.1.2.2 is not warranted. The institution may submit additional information that it believes is relevant to the case. The subcommittee may request additional pertinent information before a final determination is made.

Any request filed after seven calendar days must include an explanation of why the request was not filed within the prescribed time period. The chair of the subcommittee must determine whether any request filed after seven calendar days will be considered.

Subcommittee Deliberations and Decisions.

Subcommittee decisions will include consideration of the following:

1. Mitigating circumstances that impacted the team meeting the condition, and whether the mitigating circumstances were within the control of the institution and student-athlete(s).

2. If multiple conditions were assigned, the number of conditions met and historical-academic performance of the respective penalized team.

3. Size of variance between the team's most recent single-year APR and the APR required as the condition.

4. Improvement of the team's APR, eligibility and/or retention APR.

5. Review of current APR Improvement Plan and implementation of previously created APR Improvement Plan(s).

6. Any other relevant factors and additional information provided by the institution.

The subcommittee will receive the original staff conditional approval decision, staff decision regarding condition(s) not being met, the institution's request and supporting documentation and the team(s) APP data.

The subcommittee may conduct its deliberations by facsimile, teleconference, email, Internet or in-person meeting. Such deliberations shall include only subcommittee members and NCAA staff members supporting the subcommittee.

A simple majority of the subcommittee members present and voting is necessary for a decision. The chair, or acting chair, shall not vote unless there is a tie vote among present and voting members. In situations where there is a tie vote, the chair shall cast the deciding vote.

After reviewing all information, the subcommittee will render one of the following decisions:

1. **Approved:** The subcommittee determines that the condition(s) is satisfied or the explanation provided by the institution is sufficient to satisfy the condition(s) and as a result, the institution is not subject to the Level-One or Two Penalties.

2. **Denied:** The committee determines that the institution did not present circumstances that warrant relief from the staff conditional approval and as a result, the institution is subject to the Level-One or Two Penalties.

If relief is not provided, the institution will be notified that the penalty will be imposed. Additionally, if the team has become subject to penalties in the current academic year, it will then also be subject to the next Level of penalty within the penalty structure. The subcommittee's decision is final and not subject to further review by any other authority.

Written (e.g., electronic) confirmation of the decision must be provided by the subcommittee to the institution within 21 calendar days of the decision.

Reconsideration.

After the staff and/or subcommittee issued a decision on the review of a conditionally approved penalty waiver, the institution may ask the staff or subcommittee to reconsider its decision if the institution submits new relevant information. Requests with new relevant information may not be considered by the subcommittee until the staff has reviewed the new information.

LEVEL THREE APP PENALTY WAIVERS (BYLAW 23.2.1.2.3).

OVERVIEW

The third time a team's APR falls below the penalty benchmark without three consecutive years with no penalties ("clean years") it faces Level Three APP Penalties. Due to the progressive and cumulative nature of APP penalties, the team at this level is subject to the prescribed Level One and Two penalties as well as the menu of penalties at Level Three. The menu options include but are not limited to the following:

1. Financial aid penalties (any amount, any type);

2. Additional practice reductions beyond those in Levels One and Two;

3. Additional season and contest reductions beyond those in Levels One and Two;

4. Restricted and corresponding membership;

5. Coach-specific penalties including game and/or recruiting restrictions;

6. Restricted access to practice for incoming student-athletes who present an academic profile that falls below a pre-determined academic standard; and

7. Multiyear postseason competition ban.

The institution is required to log into the penalty assignment portal in order to self-impose penalties from the menu or to indicate that no penalty is appropriate. The staff will review the institution's selection and may accept or add to the penalties chosen by the institution. The staff can also forward the case on to the Committee on Academic Performance without making a decision.

LEVEL THREE APP PENALTY ASSIGNMENT AND WAIVERS (BYLAW 23.2.1.2.3.1)

Penalty Assignment Procedures.

As outlined above, institutions with a team subject to Level Three APP Penalties shall self-impose Level Three penalties from the menu of options. This step of the Level Three Penalty application phase occurs via the LSDB*i* portal. All institutions with teams subject to Level Three APP Penalties are required to log into the LSDB*i* portal in order to select from the menu of penalty options listed in the portal or to indicate that no penalty should be imposed. The penalties must be selected and submitted within 14 calendar days of the institution entering the penalty waiver period. The penalty assignment process includes a signature page that must be signed by the institution's chancellor or president confirming the self-imposed penalties.

Any penalty assignment submitted after 14 calendar days must include an explanation of why the request was not filed within the prescribed time period. The chair of the Subcommittee on Appeals must determine whether any request filed after 14 calendar days will be considered.

Staff Review Procedures.

On receipt of an institution's self-imposed Level Three penalties, the staff will review the penalties. The institution will receive notification identifying the NCAA staff member handling the case. The staff has the authority to accept the institution's self-imposed Level Three penalties or to add to those penalties. The institution can then accept the staff's decision or appeal to the Committee on Academic Performance.

Definitions.

For purposes of Level Three APP Penalties, the following definitions apply.

1. **Lead:** The lead is charged with coordinating the staff review of Level Three penalties based on authority granted by the committee. He or she facilitates the submission of penalty assignment by penalized institutions as well as penalty waivers. He or she is responsible for ensuring review of all submitted cases for completeness and assigns waivers to waiver case staff. The lead or his/her waiver case staff designee will be

present at all waiver hearings to present the case and any staff decisions. Such staff will not be present during any of the committee's deliberations and will only be present in hearings when institutional representatives are present per established policies. Additionally, this administrator is responsible for scheduling committee waiver hearings and the logistical coordination necessary for the proceedings.

2. **Case Staff:** The case staff is charged with reviewing the case to ensure it is complete and working with the institution to collect any additional information necessary. The staff has the authority to accept the institution's self-imposed penalties and it can also add additional penalties. The institution is then given the opportunity to accept or reject the penalties added by the case staff. If the institution rejects the staff's additional penalties or if the staff decides to defer to the committee the decision regarding what additional penalties should be imposed, the case staff must forward the case to the committee for a hearing. The lead may designate a case staff member to participate in the case hearing (e.g., provide APP data to the committee, responding to questions from the committee and if staff added penalties, will provide the rationale for such a decision). The staff may not be present during committee deliberations and will only be present in hearings when institutional representatives are present per established policies.

3. **Staff Supporting the Committee:** This staff is responsible for managing all hearings. The staff is responsible for supporting the committee before, during and after the hearing and in its deliberations. The staff will support the committee during appeals to the NCAA Division I Board of Directors Academic Performance Program Penalties Appeals Subcommittee ("Board subcommittee"). The staff may not be present in the Board subcommittee deliberations and will only be present in Board subcommittee hearings when institutional representatives are present per established policies.

4. **Staff Supporting the Board of Directors:** The staff is responsible for scheduling and managing all Board subcommittee appeal teleconferences. The staff is responsible for supporting the subcommittee before, during and after the appeal and in its deliberations.

5. **Penalty Assignment and Waiver Period:** This is the period of time in the APP process when an institution is able to self-impose Level Three penalties and appeal any assignment of additional penalties. This occurs after the institution has competed the corrections/adjustments phase of the APP data submission process. Once the data has become finalized an institution will be notified of any APP Penalties and the process of self-imposing Level Three penalties and filing any subsequent waivers becomes available.

<u>Staff Review Procedures</u>.

Staff decisions on assigned penalties will include consideration of the following:

1. The waiver directive approved by the Committee on Academic Performance (see appendix).

2. Historical-academic performance of the respective penalized team(s) and/or student-athlete(s).

3. Mitigating circumstances and whether the mitigating circumstances were within the control of the member institution, athletic department, and student-athlete(s).

4. Size of variance between the team's APR and the penalty "benchmark."

5. Review of current APR Improvement Plan and implementation of previously submitted APR Improvement Plan(s).

6. Any self-imposed penalties.

7. Other factors deemed relevant to the case.

Staff Deliberations and Decisions.

On receipt of an institution's self-imposed penalties, an assigned NCAA lead will review the application to ensure it is complete, email the institution's designated contact person regarding the status of the request and identify the NCAA case staff member handling the case. A case will not be processed and reviewed until all required documentation has been received by the staff.

The case staff may accept the self-imposed penalties or determine that additional penalties should be added. If the waiver case staff chooses not to determine if additional penalties should be added, it must forward the waiver to the committee for a hearing. The waiver case staff has 14 calendar days, from the time the case file is complete, to render a decision or forward the case to the committee.

Written confirmation of the assigned penalties and/or the acceptance of the self-imposed penalties must be provided by the staff, on behalf of the committee, to the institution within 14 calendar days of its decision.

Acceptance of Assigned Penalties.

The institution has seven calendar days to accept, in writing, the case staff's additional penalties. If the institution accepts this outcome, the institution must meet the conditions as outlined in the decision. However, if the institution does not accept the staff's penalties, the case staff shall forward the case to the Committee on Academic Performance. The committee will review the

case anew at an in-person hearing according to the procedures outlined in the committee review section below. The committee may accept the institution's self-imposed penalties or it may assign additional penalties. The institution will then accept the decision of the committee or request a waiver of the assigned penalties. Waivers are heard by the Division I Board of Directors Subcommittee on APP Penalty Appeals.

Reporting Staff Decisions.

The staff shall annually submit summaries of all decisions made by the case staff for committee review. The summaries shall not provide institutional names. The committee may not reverse these staff decisions, but may provide feedback and direction for future cases. *(Adopted: October 2009 effective immediately)*

Recording.

The committee may record and/or have present a recording clerk during all Level Three hearings.

Committee Review Factors.

The committee will generally review each team separately, usually in the order contained in the notice of penalty. However, the committee may review cases involving multiple teams together. When an institution has multiple teams scheduled for in-person hearings with the committee, the institution may submit a written request that the committee conduct a combined hearing for two or more teams. If the committee conducts separate hearings, the committee chair will have the discretion to direct the institution to refrain from repeating information at both hearings. If the hearings are combined, the committee will deliberate separately on each team's penalty assignment. Regardless of whether hearings are held separately or combined, the committee will render separate decisions for each team.

Committee decisions will include consideration of the following: *(Revised: October 2008)*

1. The waiver directive approved by the Committee on Academic Performance (see appendix).

2. Historical-academic performance of the respective penalized team(s) and/or student-athlete(s).

3. Mitigating circumstances and whether the mitigating circumstances were within the control of the member institution, athletic department, and student-athlete(s).

4. Size of variance between the team's APR and the penalty "benchmark."

5. Review of current APR Improvement Plan and implementation of previously submitted APR Improvement Plan(s).

6. Any self-imposed penalties.

7. Other factors deemed relevant to the case.

Hearing Costs.

The Committee on Academic Performance is responsible for actual and necessary expenses for NCAA staff and committee members. In addition, the committee is responsible for expenses related to reserving the hearing room.

The institution is responsible for all costs related to the hearing for its institutional officers and staff members, including those staff members whose presences is requested by the Committee on Academic Performance (this may include former staff members).

The conference office is responsible for all costs related to the hearing for its staff members, including those staff members whose presence is requested by the Committee on Academic Performance (this may include former staff members).

Timeframe for Hearing.

A Level Three APP Penalty case will be heard in person, before all committee members in attendance at the hearing. Committee members must be physically present at the hearing in order to participate. The lead will schedule a hearing and notify the institution and the Committee on Academic Performance of the time, date and location. When setting the date and time for the hearing, the committee will attempt to accommodate the schedule of the institution's representatives. Any conflicts with the hearing should be communicated as soon as possible to the case staff. The length of time for the hearing shall be left to the discretion of the committee chair, or acting chair. (*Revised: December 2008)*

Documents Reviewed by the Committee.

The Committee on Academic Performance will receive and review the notice of penalty, penalty assignment application (including any supporting documents), team(s)' APP data (e.g., APR, GSR, penalty information), APR Improvement Plans and any other information it deems appropriate.

Any additional documentary information/data that the institution would like the committee to review must be received by the waiver case staff at least 14 calendar days prior to the hearing. The case staff must distribute the documents to the committee, institution and individuals whose

presence is requested by the Committee on Academic Performance or the institution not less than seven calendar days prior to the scheduled hearing.

Prior to the hearing, the Committee on Academic Performance will distribute to the institution and individuals whose presence has been requested by the committee an agenda of the team(s) to be discussed and a list of specific documents that comprise the record the committee will review.

Subject to the approval of the Committee on Academic Performance for good-cause shown, additional documents may be submitted at the hearing, provided copies (at least 40), are available for all in attendance.

The Committee on Academic Performance also may request additional documentation during the hearing or the committee's deliberations, with copies provided to all parties.

Hearing Participants.

The following individuals must participate in the in-person hearing: (a) The institution's chancellor or president; (b) The director of athletics; (c) The head coach of the penalized team(s); and (d) Any other individuals whose presence was requested by the committee. If any of these individuals are not available (e.g., individual is no longer employed by institution) for the hearing, the institution must notify the committee at least 14 calendar days prior to the scheduled hearing. The committee will then notify the institution as to whether it expects another individual to substitute for the unavailable individual. At the chair's discretion, the hearing may proceed without the unavailable individual. When extenuating circumstances exist, the chair has the discretion of allowing an otherwise unavailable individual to participate in the hearing via videoconference or teleconference, which will be coordinated by the NCAA staff members supporting the work of the committee. (*Revised: December 2008)*

In addition, the institution may permit four other individuals to participate in the hearing, one of which must be responsible for implementing the institution's APR Improvement Plan. An institution may have legal counsel present, and he or she must count as one of the four other individuals the institution is permitted to have attend the hearing.

Media representatives, including institutional media staff, may not be present at the hearing.

Student-athletes may not be present at the hearing.

The executive officer or one other representative of a member conference's office may be present at a hearing involving a conference member.

NCAA staff members supporting the work of the committee must participate in all portions of the hearing, including deliberations. In addition, the case staff must participate in the hearing

and present to the committee. Case staff and the staff supporting the Board subcommittee shall not be present for committee deliberations. Other NCAA staff members may participate at the discretion of the chair.

The Committee on Academic Performance has the authority to request that institution officials and staff members, including coaches, appear before it. Further, the committee has the authority to request that former institutional staff or conference office members appear before it. These individuals will be referred to as "involved individuals." An involved individual may have legal counsel present; however, the involved individual must be present at the hearing and counsel may not speak on the individual's behalf.

All other individuals must be approved by the committee.

At the request of a member institution or at its own discretion, the committee may exclude an individual from certain portions of the hearing. Such decisions may be made by the chair or acting chair.

Introductions.

The Committee on Academic Performance chair, or acting chair, will call the meeting to order and introduce the members of the committee and NCAA staff members supporting the committee.

The institution will introduce its representatives followed by any involved individual and conference office representatives.

The NCAA case staff will then introduce themselves.

After introductions, the committee chair may make announcements.

Opening Statement.

The case staff and institution each will be provided an opportunity to make a brief opening statement to the committee.

An opening statement shall be limited to not more than 20 minutes. The case staff will first provide opening statements, followed by the institution.

The case staff will provide a review of the team's APP history, data and information (e.g., APR, GSR, penalty information, APR Improvement Plan review), as well as any relevant academic-waiver data (e.g., progress-toward-degree information, initial-eligibility information) and information requested by the committee.

The institution's president or chancellor must provide an opening statement. In addition, the institution will provide a brief summary of the case and set forth the rationale for the request and may include comments in rebuttal to the staff's opening statement. . The institution must also provide a brief summary of the relief it is requesting in its waiver and set forth the rationale for the requested relief. Both summaries may be made by any of the institution's representatives. All speakers in the opening statement are included in the institution's 20 minute time limit.

Committee members may ask questions regarding the requested relief and discuss other possible areas of relief from the penalty elements.

Following the opening statement and committee's questions, the institution may amend its waiver regarding the relief originally requested in the waiver application. The institution shall make this amendment orally before the committee. If an institution does not amend the waiver, the hearing shall proceed to the question and answer period. *(Revised: July 2009)*

The committee chair, or his or her designee, is responsible for monitoring the time.

Question and Answer.

Following opening statements, the committee members may ask questions of all participants. Additionally, committee members may ask questions at any time during the discussion of a waiver. Any institutional representative, conference office representative or involved individual may be questioned by the committee on any relevant issue. It is possible that the parties will be asked to respond to questions prior to their formal presentations.

If the institution or waiver case staff wishes to ask a question of another party, that question should be directed to the Committee on Academic Performance chair, who will then decide if the question is appropriate and will direct it to the appropriate individual.

The length of time for questions and answers shall be left to the discretion of the chair of the Committee on Academic Performance.

Closing Statements.

After the question and answer period, the Committee on Academic Performance will hear brief closing statements from the waiver case staff and institution. The closing statement must be made by the institution's spokesperson and the waiver case staff member who presented the case. The closing statement may not exceed 10 minutes.

The case staff will make its closing statement first, followed by the institution.

Closing statements are not intended to discuss the details of the waiver request, present new information or to make new assertions. The closing statement provides the staff and institution an opportunity for each party to summarize the discussions that occurred during the hearing and to provide a brief statement regarding the case. The institution's closing statement also allows the institution an opportunity to rebut any statements made by the waiver case staff.

Deliberations and Decision.

At the conclusion of the hearing, the committee members will deliberate. The committee may request additional information from any appropriate source, including the institution or the case staff. In this event, the institution and the case staff will be given an opportunity to be present at the time such information is provided to the committee.

Only the Committee on Academic Performance members and NCAA staff supporting the committee (but not the NCAA staff member who presented the case) may be present for the deliberation. Other NCAA staff may be present for the deliberations at the discretion of the committee chair or acting chair. However, the case staff who presented the case and the staff supporting the Board subcommittee shall not be present.

A simple majority of the committee members present and voting is necessary for a decision. The chair, or acting chair, shall not vote unless there is a tie vote among present and voting members. In situations where there is a tie vote, the chair shall cast the deciding vote.

Written (e.g., electronic) confirmation of the decision must be provided by the committee to the institution within 21 calendar days of the hearing.

Reporting Committee Decisions.

The committee shall annually submit summaries of all in-person hearing decisions made by the committee to the Board subcommittee. The summaries shall not provide institutional names. The Board subcommittee's review of these summaries may not result in a different outcome for a particular case or a rehearing of the case. However, given the Board of Directors broad policy oversight for all APP matters, annual case review may result in the Board subcommittee recommending the Board of Directors consider a policy matter. *(Adopted: October 2008)*

Committee Reconsideration.

After the Committee on Academic Performance has acted on a waiver request, the institution may ask the committee to reconsider its decision if the institution submits new relevant information that was not available to institution at the time the original appeal was filed. Requests with new relevant information may not be considered by the Board subcommittee until the committee has reviewed the new information. An explanation must be included to clarify the

reason(s) the new information was not originally available. The committee will determine if information is new for all reconsideration requests. If the information is new, the committee will re-open the case, and make a decision based on the new information. This process does not require another in-person hearing and may be done in any manner deemed appropriate by the committee. If the information is not considered new, the committee decision will not be reconsidered, but the case may be appealed to the Board subcommittee. Note that APR Improvement Plans modified and submitted after the staff/subcommittee decision has been rendered will not be considered new information. *(Adopted April 2010 effective April 2010)*

Committee Review of Remanded Waiver.

The committee will review such cases through a submission of documentation from the involved institution, the NCAA staff and the Board subcommittee. The member institution may provide additional written materials that it believes relevant to the subcommittee's decision to remand the case. However, any additional materials submitted by the institution must be relevant to the issues outlined by the subcommittee in its remand decision. All such materials must be provided by the institution to the staff supporting the committee within 14 calendar days of receipt of the remand decision of the Board subcommittee. In addition, the staff supporting the committee may provide relevant written materials to the committee in order to assist the committee in its remand consideration. The committee chair may request specific documentation from the institution or staff, if deemed necessary for the committee's deliberations.

The committee will deliberate via teleconference, videoconference or in-person meetings. Institutional representatives shall not be present for or participate in this review by the committee, other than by providing documents as noted. *(Adopted: October 2009 effective immediately)*

BOARD OF DIRECTORS APP APPEALS SUBCOMMITTEE REVIEW

Appeal of Committee Decision.

A subcommittee of the Board of Directors, selected at the Board's discretion in number and members, has legislated authority to consider appeals of committee decisions involving Bylaw 23.2.1.2.3 Level-Three Penalties provided the basis for appeal meets the review standard.

After the Committee on Academic Performance has rendered a decision, the institution may appeal the decision to a subcommittee of the Board of Directors. The subcommittee's decision is final and is not subject to further review by any other authority. Appeals must be submitted within seven calendar days of the institution's receipt of the Committee on Academic Performance decision. The chair of the Board of Directors' subcommittee may provide an extension of this timeline. Such requests will be considered on a case-by-case basis and will take

into consideration the mitigation presented for the extension. *(Adopted June 2010 effective June 2010)*

In appealing a Committee on Academic Performance decision, the institution must demonstrate that the committee abused its discretion in applying the legislation and/or policy and procedures of the APP. The institution may not present new information or data in its appeal that was not presented to the Committee on Academic Performance.

Generally, the subcommittee will make the determination as to whether this criteria has been met. However, the chair, or acting chair, does have the discretion to determine that an institution's appeal does not meet the review standard. If he or she determines that the appeal does not meet the review standard, the chair will notify the institution that the appeal will not be heard by the subcommittee. The chair's decision is final and not subject to further review.

Scope of Review.

Abuse of discretion occurs when the Committee on Academic Performance fails to follow NCAA legislation and/or established APP policies and procedures, and the failure to adhere to legislation or policies reasonably could have resulted in a different decision by the Committee on Academic Performance.

Recording.

The subcommittee may record and/or have present a recording clerk during all Level Three appeal hearings.

Conflict of Interest.

A Board of Directors subcommittee member must recuse himself or herself from participation in an appeal (i.e., representing his or her institution or deliberating as a subcommittee member) in which he or she is personally connected with an institution or conference (e.g., previous employer, alma mater). A Board of Directors subcommittee member with a personal relationship or institutional affiliation that reasonably would result in any appearance of bias or prejudice should refrain from participating in any manner in the processing of an appeal. However, a subcommittee member that recused himself or herself may participate in the preparation of the appeal for their own institution, including but not limited to drafting the appeal application, preparing appeal arguments and gathering appeal materials.

It is the responsibility of the Board of Directors subcommittee member to remove himself or herself if a conflict exists. Institutional objections to a Board of Directors subcommittee member participating in the review of an appeal must be raised with and resolved by the chair or acting chair of the subcommittee as soon as recognized, but will not be considered unless the concern is

raised prior to the scheduled appeal. Participation by a subcommittee member in previous APP matters involving the institution or with regard to general policy (e.g., an Level-Three waiver appeal) does not constitute a conflict of interest requiring recusal.

In the event that the Board of Directors subcommittee chair must recuse himself or herself or is unable to participate in the appeal, the remaining members must vote, by simple majority, to determine who will serve as "acting chair." In addition, in the event that an institution objects to the chair participating in a review based on a conflict of interest concern, the remaining members must vote, by simple majority, to determine who will serve as "acting chair" and the acting chair will resolve the conflict of interest issue regarding the chair prior to the appeal. If the acting chair finds that no conflict exists, the chair may resume his or her role. *(Revised: 12/2008)*

Board of Directors subcommittee members may not discuss a pending request with the committee members or institutional representative(s) without all parties having the opportunity to participate. The staff supporting the Board subcommittee may contact the Board subcommittee chair to arrange a teleconference or to discuss procedural matters relevant to processing an applicant's request. Further, the Board subcommittee members may contact the staff supporting the Board subcommittee to request that additional information about the case be submitted or to obtain procedural information.

Appeal Procedures.

All appeals must be submitted electronically to the NCAA national office using the LSDB*i* portal. The online appeal application program will produce a signature page that must be signed by the president or chancellor. All appeals must be submitted within seven calendar days of written notification of the Committee on Academic Performance's decision. *(Adopted June 2010 effective June 2010)*

An institution will be required to submit an appellate brief explaining its rationale for appealing the committee's decision. Specifically, the institution's appellate brief may only address how it believes that the committee abused its discretion in applying the legislation and/or policy and procedures, and how these abuses reasonably could have resulted in a different decision. The subcommittee may not hear a case de novo (e.g., over again, anew). The Committee on Academic Performance chair, or acting chair, has the authority to review the submitted appellate brief to determine whether it raises any arguments, data or information not previously presented to the committee. If the committee chair finds that new arguments, data or information has been raised, he or she may raise the issue before the subcommittee. See Committee Issues below for more detail. *(Revised: October 2008)*

In addition, the appeal must identify all team penalties that the institution is appealing. The appeal will be considered a single case and will not be complete until each team penalty is addressed.

Any appeal filed after seven calendar days must include an explanation of why the appeal was not filed within the prescribed time period. The chair of the Board subcommittee will determine whether any appeal filed after the seven calendar days may be considered. *(Adopted June 2010 effective June 2010)*

The staff supporting the committee will work with the institution prior to the teleconference to prepare for the appeal. This must be done prior to the case being forwarded to the Board subcommittee.

Timeframe for Hearing.

An appeal of the committee's decision regarding an Level-Three Penalty will be heard via teleconference before a subcommittee of the Board of Directors. After notice of the intent to appeal, the staff supporting the subcommittee will schedule a teleconference and notify the institution of the date and time. When setting the date and time for the teleconference, the subcommittee will attempt to accommodate the schedule of the institutional representatives and involved individuals. Any conflicts with the teleconference date should be communicated as soon as possible to the staff supporting the subcommittee.

Documents Reviewed by the Subcommittee.

The Board subcommittee will receive and review the notice of penalty, appeal application (including supporting documents), applicant team(s) APP data and committee's decision and rationale and all documents which form the record.

Prior to the teleconference, the subcommittee will distribute to the institution an agenda of the teams to be discussed and a list of specific documents that comprise the record the subcommittee will review.

The subcommittee also may request additional documentation during the teleconference or the subcommittee's deliberations, with copies provided to all parties.

Appeal Participants.

The following individuals must participate in the appeal: (a) The institution's chancellor or president; (b) The director of athletics; (c) The head coach of the penalized team(s); (d) Committee on Academic Performance chair or, if different, the individual who chaired the Committee on Academic Performance hearing; and (e) Any other individuals whose presence was requested by the committee. Of these groups of people only those individuals who were present for the hearing before the committee may be present during the teleconference. If any of these individuals are not available (e.g., individual is no longer employed by institution, family illness) for the hearing, the institution must notify the Board subcommittee at least 14 calendar

days prior to the scheduled hearing. The subcommittee will then notify the institution as to whether it expects another individual to substitute for the unavailable individual. At the chair's discretion, the appeal may proceed without the unavailable individual.

In addition, the institution may permit four other individuals to participate in the hearing, one of which must be responsible for implementing the institution's APR Improvement Plan. An institution may have legal counsel present, and he or she must count as one of the four other individuals the institution is permitted to have attend the hearing.

Media representatives, including institutional media staff, may not be present at the hearing.

Student-athletes may not be present at the hearing.

The executive officer or one other representative of a member conference's office may be present at a waiver hearing involving a conference member.

An individual whose presence was requested by the committee may have legal counsel present; however, the individual must be present for the teleconference and counsel may not speak on the individual's behalf.

All other individuals must be approved by the Board subcommittee.

In addition, of these groups of people only those individuals who were present for the hearing before the committee may be present on for the teleconference.

NCAA staff members supporting the subcommittee must participate in all portions of the waiver appeal, including deliberations. In addition, the staff supporting the committee must participate in the appeal but may not be present for deliberations. Other NCAA staff members may participate at the discretion of the chair. At the request of a member institution or in the exercise of its own discretion, the subcommittee may exclude an individual from certain portions of the appeal.

The Board of Directors chair has the discretion to appoint a substitute subcommittee member from the Board of Directors in the event that a member(s) is unavailable to hear an appeal. *(Revised: July 2009)*

Introductions.

The subcommittee chair or acting chair will call the meeting to order and introduce the members of the subcommittee and the staff supporting the Board subcommittee.

Following introductions of the subcommittee, the chair of the subcommittee will ask the institution to select one person to speak on behalf of the institution (designated spokesperson).

The institution will introduce its representatives, followed by conference representatives who are present.

The Committee on Academic Performance chair or acting chair will introduce himself or herself and any other committee member present on the teleconference.

The NCAA staff will then introduce themselves.

After introductions, the subcommittee chair may make announcements.

Committee Issues.

Prior to the review of the appeal, the committee chair may raise any issues he or she has regarding the documentation filed by the institution. Specifically, whether he or she believes that any of the arguments, data or information in the appellate brief is new and was not provided to the committee during the waiver hearing and the new argument, information or data would have reasonably led to a different decision at the committee level.

Following the committee chair's presentation, the institution will have an opportunity to respond.

After the committee chair's presentation and the institution's response, the subcommittee will deliberate. The subcommittee chair or acting chair will ask everyone, other than subcommittee members and NCAA staff supporting the subcommittee to disconnect from the teleconference while they deliberate. After the subcommittee has deliberated appeal participants will be notified that the conference call will resume.

The subcommittee may render one of the following decisions:

1. The arguments, data or information is not new and the appeal may continue as scheduled; or

2. The arguments, data or information is new and must be remanded back to the committee for reconsideration. *(Adopted: October 2008)*

Review of the Appeal.

The institution is provided an opportunity to present its basis for appealing the Committee on Academic Performance decision to the subcommittee. The institution's appeal should be based on the appellate brief submitted to the subcommittee. The institution's brief may only address,

based on the facts that were presented to the Committee on Academic Performance, how it believes that the committee abused its discretion, as outlined in the review standard section, in applying the legislation and/or its policies and procedures and how such abuses could have reasonably resulted in a different outcome.

The appeal may not exceed one hour in length. The one-hour time period will conform to the following process:

The Committee on Academic Performance chair, or acting chair, will have 15 minutes to describe the facts of the appeal, applicable case precedent, the committee's decision and rationale and address the allegations that it abused its discretion in applying the legislation and/or it policies and procedures. The NCAA staff supporting the committee may participate in the opening statement as long as their comments are included in the 15 minute time limit. *(Revised: October 2008)*

The institution's designated spokesperson will then have 15 minutes to describe the case and to address how it believes the committee abused its discretion in applying the legislation and/or its policies and procedures and may include comments in rebuttal to the committee's opening statement. The institution's president or chancellor and director of athletics may participate in the opening statement as long as they are employed full time by the institution and their comments are included in the 15 minute time limit.

Following opening statements from the chair, or acting chair, of the Committee on Academic Performance and the institution, the Board subcommittee members may ask questions of all participants, including NCAA staff member supporting the committee. Once all questions have been answered, the teleconference will conclude with the committee and institution each providing a five-minute closing statement. The closing statement must be made by the institution's spokesperson and the committee member who presented the case.

The subcommittee may ask questions at any time. Any institutional representative, committee member or NCAA staff supporting the committee may be questioned on any relevant issue. It is possible that the parties will be asked to respond to questions prior to their formal presentations. The one hour period includes questioning by the subcommittee. *(Revised: October 2008)*

If the institution or Committee on Academic Performance desires to ask a question of another party, that question should be directed to the subcommittee chair, who will then decide if the question is appropriate and, if so, will direct it to the appropriate individual. The chair of the Board subcommittee, or his or her designee, is responsible for monitoring the time.

<u>Deliberations and Decision</u>.

At the conclusion of the appeal, the subcommittee members will deliberate. The subcommittee may request additional information from any appropriate source, including the member institution or the Committee on Academic Performance. In this event, the institution and the committee on Academic Performance chair, or acting chair, will be given an opportunity to be represented at the time such information is provided to the subcommittee. Otherwise, only subcommittee member and that NCAA staff supporting the subcommittee may be present for the deliberation.

The standard of review for the subcommittee is that it must determine whether the institution demonstrated that the committee abused its discretion in applying the legislation and/or policy and procedures and the failure to adhere to the legislation or policies reasonably could have resulted in a different decision by the committee. As part of its deliberation, the Board subcommittee may: (a) Uphold the committee's decision; or (b) Reverse or remand the decision if it finds the Committee on Academic Performance abused its discretion in applying the legislation and/or policy and procedures and the failure to adhere to the legislation or policies reasonably could have resulted in a different decision by the committee. *(Revised: July 2009)*

If the subcommittee finds that the decision of the Committee on Academic Performance abused its discretion in applying the legislation and/or policy and procedures and the failure to adhere to the legislation or policies reasonably could have resulted in a different decision by the committee, the subcommittee may render one or more of the following decisions: *(Revised: July 2009)*

1. **Approved:** The subcommittee determines the institution's request demonstrated evidence that the committee abused its discretion in applying the legislation and/or policy and procedures and the failure to adhere to the legislation or policies reasonably could have resulted in a different decision by the committee. Based on the evidence before it, the subcommittee determined that a waiver of Bylaw 23.2.1.2.3 was warranted. In such instances, the team will not be subject to the Level-Three Penalties.

2. **Partially Approved:** The subcommittee determine the institution's request demonstrated evidence that the committee abused its discretion in applying the legislation and/or policy and procedures and the failure to adhere to the legislation or policies reasonably could have resulted in a different decision by the committee. Based on the evidence before it, the subcommittee determined a partial waiver of Bylaw 23.2.1.2.3 was warranted. The subcommittee may require a team to satisfy specified conditions in order to receive relief from the portion of the penalty that is waived. The subcommittee may also provide a partial waiver and remand the case back to the Committee on Academic Performance to consider whether additional conditions should be imposed in light of the reasoning of the subcommittee and in accordance with the committee's policies and procedures. *(Revised: July 2009)*

3. **Remand:** The subcommittee determines that the institution's request demonstrated evidence that the committee abused its discretion in applying the legislation and/or policy and procedures and the failure to adhere to the legislation or policies reasonably could have resulted in a different decision by the committee. Based on the evidence before it, the subcommittee determined that the matter should be remanded to the Committee on Academic Performance to be reconsidered in light of the subcommittee's decision and in accordance with the committee's policies and procedures. *(Adopted: July 2009)*

Only subcommittee members and NCAA staff supporting the Board subcommittee may be present for the deliberation. A simple majority of the subcommittee members present and voting is necessary for a decision. *(Revised: July 2009)*

Written (e.g., electronic) confirmation of the decision will be provided by the Board subcommittee to the institution and the committee within 21 calendar days from the date of the teleconference.

REVIEW OF CONDITIONALLY APPROVED LEVEL-THREE PENALTY WAIVERS - Determining whether the condition(s) was satisfied.

The waiver case staff has authority to review conditionally approved waivers to determine whether the condition(s) was satisfied. If the condition(s) is not satisfied, the institution has the opportunity to explain to the staff why it failed to meet the condition(s) or why it believes it did not meet the stated conditions. The staff's decision may be appealed to the committee. The committee's decision is final and not subject to further review by any other authority.

Staff Review.

The waiver case staff shall review the APP data and other relevant information of all institutions that had conditionally approved waivers from the previous year to confirm whether the stated condition(s) has been satisfied. The staff will conduct this review once the APR data submission correction and adjustment phases are complete.

If the stated condition(s) has been satisfied, the waiver case staff will notify the institution, in writing, that the penalty has been waived.

If the condition(s) is not satisfied, the waiver case staff will provide written notification that the conditionally approved waiver has not been satisfied and the team is required to impose the identified historical penalties the academic year subsequent to the notification.

Furthermore, the staff will notify the institution that it may provide an explanation regarding why it failed to satisfy the condition(s) or why it believes it did meet the stated conditions(s).

The request must be submitted electronically to the NCAA national office via the LSDB*i* portal. Requests must be submitted within seven calendar days after the notification that the condition(s) has not been met and the institution is subject to the penalty. The online application will produce a signature page that must be signed by the institution's chancellor or president.

The request must set forth the reasons why the institution failed to meet its condition(s) or why it believes it did meet the stated condition(s) and as a result why the application of Bylaw 23.2.1.2.3 is not warranted. The institution may submit additional information that it believes is relevant to the case. The committee may request additional pertinent information before a final determination is made.

Any request filed after seven calendar days must include an explanation of why the request was not filed within the prescribed time period. The chair of the committee must determine whether any request filed after seven calendar days will be considered.

Review Factors.

The staff may grant relief based on some or all of the following criteria:

1. Mitigating circumstances and whether the mitigating circumstances were within the control of the institution and student-athlete(s).

2. If multiple conditions were assigned, the number of conditions met and historical-academic performance of the respective penalized team.

3. Size of variance between the team's most recent single-year APR and the APR required as the condition.

4. Improvement of the team's APR, eligibility and/or retention APR.

5. Review of current APR Improvement Plan and implementation of previously submitted APR Improvement Plan(s).

6. Any additional information provided by the institution or relevant to the appeal.

Deliberations and Decisions.

After reviewing all the information, the staff may render one of the following decisions:

1. **Approved:** The staff determines that the condition(s) is satisfied or the explanation provided by the institution is sufficient to satisfy the condition(s) and as a result, the

institution is not subject to the Level-Three Penalties.

2. **Partially Approved:** The staff determines that the condition(s) is partially satisfied or the explanation provided by the institution is sufficient to satisfy the condition(s).

3. **Denied:** The staff determines that the institution did not present circumstances that warrant relief from the staff conditional approval and as a result, the institution is subject to the Level-Three Penalties.

Committee Review.

After the staff has rendered a decision, the institution may appeal the decision to Committee on Academic Performance. The committee's decision is final and is not subject to further review by any other authority.

The request must be submitted electronically to the NCAA national office via the LSDB*i* portal. Requests must be submitted within seven calendar days after the notification that the condition(s) has not been met and the institution is subject to the penalty. The online application will produce a signature page that must be signed by the institution's chancellor or president.

The request must set forth the reasons why the institution failed to meet its condition(s) or why it believes it did meet the stated condition(s) and as a result why the application of Bylaw 23.2.1.2.3 is not warranted. The institution may submit additional information that it believes is relevant to the case. The committee may request additional pertinent information before a final determination is made.

Any request filed after seven calendar days must include an explanation of why the request was not filed within the prescribed time period. The chair of the committee must determine whether any request filed after seven calendar days will be considered.

Committee Review Factors.

Committee decisions will include consideration of the following:

1. Mitigating circumstances and whether the mitigating circumstances were within the control of the institution and student-athlete(s).

2. If multiple conditions were assigned, the number of conditions met and historical-academic performance of the respective penalized team.

3. Size of variance between the team's most recent single-year APR and the APR required as the condition.

4. Improvement of the team's APR, eligibility and/or retention APR.

5. Review of current APR Improvement Plan and implementation of previously submitted APR Improvement Plan(s).

6. Any additional information provided by the institution or relevant to the appeal.

Committee Deliberations and Decisions.

The committee will receive the original staff conditional approval decision, staff decision regarding condition(s) not being met, the institution's request and supporting documentation and the team(s) APP data.

The committee may conduct its deliberations by facsimile, teleconference, email, Internet or in-person meeting. Generally, the committee will consider such appeals via teleconference, while reserving the opportunity to forward cases to in-person meetings of the committee as needed. Such deliberations shall include only committee members and NCAA staff members supporting the committee. *(Revised: July 2009)*

A simple majority of the committee members present and voting is necessary for a decision. The chair, or acting chair, shall not vote unless there is a tie vote among present and voting members. In situations where there is a tie vote, the chair shall cast the deciding vote.

After reviewing all information, the committee will render one of the following decisions:

1. **Approved:** The committee determines that the condition(s) is satisfied or the explanation provided by the institution is sufficient to satisfy the condition(s) and as a result, the institution is not subject to the Level-Three Penalties.

2. **Denied:** The committee determines that the institution did not present circumstances that warrant relief from the staff conditional approval and as a result, the institution is subject to the Level-Three Penalties and must impose those penalties in the following academic year.

If relief is not provided, the institution will be notified to impose the penalty the academic year subsequent to notification. If the team remains in the penalty structure, these penalties will be in addition to any new penalties.

The committee's decision is final and not subject to further review by any other authority. Written (e.g., electronic) confirmation of the decision must be provided by the committee to the institution within 21 calendar days of the decision.

Level Three Penalty Waiver Case

University of Toledo

Men's Basketball

Hearing Date: February 20, 2012

Overview

Institution: University of Toledo

Sport: Men's Basketball

Individuals Appearing on Behalf of Institution:

President: Dr. Lloyd Jacobs*

Vice President for Athletics: Michael O' Brien*

Head Men's Basketball Coach: Tod Kowalczyk*

Faculty Athletics Representative: Celia Regimbal

Vice President for External Affairs: Larry Burns

Associate Athletics Director for Compliance:
Brian Lutz*

Academic Advisor for Men's Basketball/CHAMPS Life Skills Coordinator:
Sue Irmen

*** Required attendees**

The following representative from the Mid-American Conference will be in attendance:

- Dr. Jon Steinbrecher, Commissioner.

The following members of the NCAA Division I Committee on Academic Performance have been recused from participating in this hearing and deliberations based on a conflict of interest:

- Roderick McDavis, President, Ohio University.

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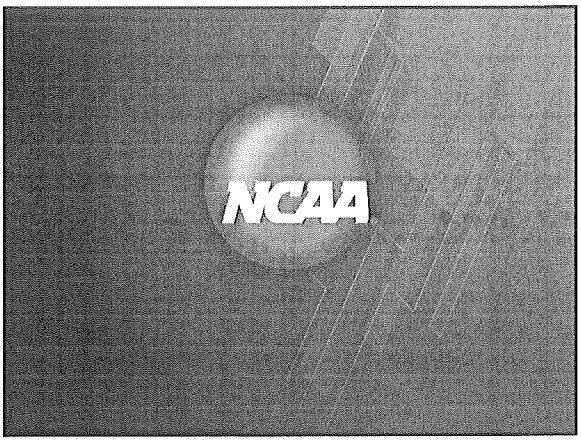


NCAA Division I Academic Performance Program Level-Three Penalty and Postseason Ban Review

University of Toledo
Men's Basketball

Waiver Request Summary
Men's Basketball

- Loss of access to postseason competition.

NCAA Division I Academic Performance Program (APP) Penalty:

- Ten percent reduction in the length of the season and number of contests.
- Loss of **eight** hours and **two** days of practice activity per week. Team is limited to **12** hours of practice in **four** days per week in 2012-13.
- Loss of **four** hours and **one** day of practice activity per week out of season. Team is limited to **four** hours of practice in **four** days per week in 2012-13.

Waiver Request Summary
Men's Basketball

Penalty recommended by the institution:

- Ten percent reduction in the length of the season and number of contests.
- Loss of **four** hours and **one** day of practice activity per week. Team is limited to **16** hours of practice in **five** days per week in 2012-13.
- Loss of **four** hours and **one** day of practice activity per week out of season. Team is limited to **four** hours of practice in **four** days per week in 2012-13.
- Loss of **two** counters from the permissible number of **13** counters. Team is limited to **11** counters in 2012-13.
- Limit number of off-campus recruiters by **one** by during 2012-13.

Summary of Review Factors
Men's Basketball

See the University of Toledo's Men's Basketball Level-Three Penalty Factor Summary on Page No. 5 of the printed materials

and

NCAA Division I Committee on Academic Performance APP Access to Postseason and Penalty Waiver Directive.

Items of Note

- This is the first occasion the team is subject to postseason ban.
- Waiver directive adopted by the committee requires extraordinary mitigating circumstances.
- Institution has not provided extraordinary mitigating circumstances as defined by the committee.

Items of Note

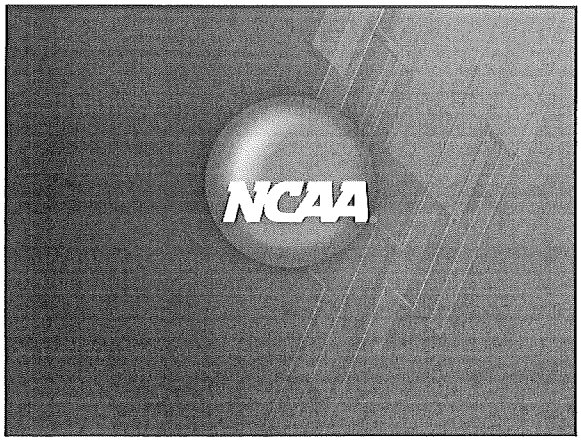
- Team's academic performance.
  - Conditional waiver criteria from last year not satisfied.
    - Institution established goal for 2010-11 of 960 NCAA Division I Academic Progress Rate (APR).
    - Achieved 939 APR.
  - 2010-11 first year in past four years with a single-year APR above 900 (939).
  - 2010-11 retention APR still below 930 (917).

Staff Concerns
Men's Basketball

- Significant number of "0/2" student-athletes.
  - Eight "0/2" student-athletes from 2007-08 to 2010-11.
  - One in most recent academic year, 2010-11.
- Three graduates in last four years.

Summary

- Lack of acceptable mitigation to waive postseason ban.
- Team did not achieve APR needed to satisfy conditional relief provided last year.
- The team has not demonstrated sustained academic improvement.


NCAA

NCAA Division I Academic Performance Program
Level-Three Penalty and Ban on Access to Postseason Waiver Factor
Summary - University of Toledo (Men's Basketball)

Introduction.

The NCAA Division I Committee on Academic Performance is considering a waiver of a ban on access to postseason competiton and Level-Three penalties for the University of Toledo men's basketball team. As part of its review of the institution's request, the committee will consider the following: (1) Mitigating circumstances and whether the mitigating circumstances are extrodinary (first occasion team is subject to postseason ineligibility) and were within the control of the member institution and student-athlete(s); (2) Historical academic performance of the respective penalized team(s) and/or student-athlete(s); (3) Number of teams at the institution subject to penalties; (4) Size of variance between the team's NCAA Division I Academic Progress Rate (APR) and the penalty "benchmark"; (5) History of penalties and waivers for affected team; (6) Review of current APR Improvement Plan and implementation of previously submitted APR Improvement Plan(s); and (7) Other factors deemed relevant to the waiver.

Review Factors.

1. Mitigation. The institution cites the impact that the coaching change has had on the team's APR (three coaches over the past four years. The institution notes the improved APR in the most recent year and the commitment to improving the academic performance of the men's basketball team, as evidenced by its APR Improvement Plan. Finally, the institution notes the commitment of the current coaching staff to improving the team's academic performance.

2. Historic Academic Performance.

	2007-08	2008-09	2009-10	2010-11	Multiyear/ Total
Single-Year APR	826	813	896	939	869
Eligibility	826	833	960	960	897
Retention	826	792	783	917	830
Delayed-Graduation Points	0	0	1	0	1
Number of "0/2"	3	4	0	1	8

	2007-08	2008-09	2009-10	2010-11	2011-12
Eligibility Points Lost	F 1 SP 3	F 0 SP 4	F 0 SP 1	F 0 SP 1	F 1
Retention Points Lost	F 1 SP 3	F 1 SP 4	F 1 SP 4	F 0 SP 2	F 1
Graduates	1	1	0	1	0
Nontransfers	11	13	13	9	8
Two-Year Transfers	0	0	0	0	0
Four-Year Transfers	2	0	0	5	4

	1998-2001	1999-2002	2000-03	2001-04
Team Graduation Success Rate (GSR)	60%	67%	75%	89%
Institution GSR for All Teams	79%	79%	79%	78%
Team Federal Graduation Rate	43%	46%	54%	64%
Institution Federal Graduation Rate for All Teams	59%	55%	56%	61%
Student-Body Federal Graduation Rate	44%	44%	45%	45%

3. Number of Teams Subject to Penalties.

Based the reporting of the institution's 2010-11 APR data there is only one team subject to an NCAA Division I Acadmeic Perforamnce Program (APP) penalty and/or ban of postseason competition (men's basketball).

4. Team's Penalty History.

	2006-07	2007-08	2008-09	2009-10	2010-11
Men's Basketball			HP 1	HP 2	L 3, PS

PS=Postseason Ban, HP = Historical Penalties, L=Level

5. Variance with APR Benchmark Score. The penalty benchmark has been set at 900. The team's multiyear APR is 869 resulting in a 31 point variance from the benchmark.

6. History of APP Penalty Waivers. Based on the reporting data for the 2008-09 academic year, the team was subject to Occasion-One Historical Penalty and contemporaneous penalty. The institution's request for relief from both penalties was denied. With the reporting of its data for the 2009-10 academic year, the team was subject to an Occasion-Two Historical Penalty. Partial conditional relief was provided; however, the team failed to satisfy the one of the conditions – achieve a 960 single-year APR for 2010-11 academic year data – accordingly the waiver was denied.

7. APR Improvement Plans. Based on the guidelines established by the committee, the APR Improvement Plan for 2010-11 was implemented and the plan for 2011-12 appears to identify and address the critical issues affecting the team's academic performance. The APR Improvement Plan includes target APR goals that, if meet, will result in the team achieving a multiyear APR above 930 with the 2012-13 academic year cohort.

8. Other Factors. The institution has offered the following alternative penalties:

   a. Limit in-season practice to five days and 16 hours of countable activity per week.

   b. Limit out-of-season practice to four days and four hours of countable activity per week.

   c. Reduce the length of the season and numer of contests by 10 percent for the 2012-13 academic year.

d. Reduce the number of permissible counters by two in the 2012-13 academic year.

e. Reduce the number of permissible off-campus recruiters in the sport of men's basketball by one during the 2012-13 academic year.

NCAA Division I Committee on Academic Performance
Academic Performance Program Access to Postseason and Penalty Waiver Directive

Background.

The central purpose of the NCAA Division I Academic Performance Program (APP) is to ensure that the NCAA Division I membership is dedicated to providing student-athletes with an exemplary education and intercollegiate athletics experience in an environment that recognizes and supports the primacy of the academic mission of its member institutions while enhancing the ability of student-athletes to earn a degree.

When a team's academic performance, measured by the multiyear NCAA Division I Academic Progress Rate (APR), falls below 930, that team becomes ineligible for postseason competition and is subject to penalties. The NCAA Division I Committee on Academic Performance has established a transition period in which the APP penalty benchmark will be 900 for penalties taken in 2012-13 and 2013-14 (i.e., directive is effective immediately for review of waivers submitted in 2011-12). In addition, filters are applied to teams' data to account for improvement and resources in the penalty calculation. NCAA Division I Bylaws 18.4.2.3.1, 23.2.2.3 and 23.3 provide for waivers of APP penalties or access to postseason competition. The committee has approved this directive to provide guidance to the NCAA staff and the NCAA Division I Committee on Academic Performance Subcommittee on Appeals in reviewing APP penalty waiver requests.

Guiding Principles.

1. Requests to waive ineligibility for postseason and APP Level One, Two and Three penalties will be considered independently. The requests are filed simultaneously, but the access to postseason competition and APP penalties have different standards for relief.

2. APP penalty and postseason waiver requests involve a review of the entire athletics team's overall academic performance. The APR is a team rate and not based on the academic performance of a single student-athlete. Therefore, the review of waiver requests shall consider all student-athletes included in the team's multiyear APR. This approach considers the loss of all APR points, not just those of select students. This approach could be referred to as the "top-down approach" (e.g., start at an APR of 1000 and explain the loss of all points).

3. APR Improvement Plans are reviewed with the waiver request. Plans should be designed to assist teams in achieving APRs above the penalty benchmarks in a reasonable time by identifying and addressing issues impacting a team's APR with measurable goals, steps to achieve the stated goals and a timetable for implementation.

4. The identification of academically under-performing teams that are subject to an APP penalty includes consideration of resource level and squad size. Therefore, the staff/subcommittee/committee will generally not consider these elements in its review of APP penalty waiver or loss of access to postseason waiver requests.

Waivers of Ineligibility for Postseason Competition.

1. First Occasion Team is Ineligible for Postseason Competition. Institutions are permitted to submit a waiver request the first occasion a team is subject to postseason competition ineligibility. The committee has established a high threshold for relief in these cases and generally relief will not be provided.

   - Factors to be Considered. The staff/subcommittee will consider the following factors in reviewing such a request:

     (1) Extraordinary Mitigating Circumstances. The institution's cited mitigation must be clearly out of the control of the institution, the athletics department and the team's student-athletes. It must pertain to matters not previously addressed in the APP (e.g., small squad size, institutional mission). Finally it must have impacted the team over the multiple years that make up the four-year APR. An example of mitigation that would be considered extraordinary is a natural disaster that impact a team's APR over multiple years. An example of mitigation that would not be considered extraordinary would be head coaching change, significant leadership change at the institution, or institutional reclassification.

     (2) APR Improvement Plan. An institution's commitment to improving the penalized team's academic performance as outlined in the APR Improvement Plan must be considered in reviewing a waiver requesting relief from postseason competition ineligibility. Plans will be reviewed for focus on critical areas impacting academic success as well as other components demonstrating the institution's accountability toward meeting the stated goals of the APP (e.g., graduating student-athletes).

(3) Academic Factors. A waiver request must include a comprehensive review of the team's historical academic trends to determine if the team's placement in the APP penalty structure is the result of habitual underperformance or the result of some anomaly event (see the list on Page No. 4). Trending will also be evaluated to determine if the team is making progress with respect to the penalty benchmark.

(4) Alternative Penalty Options. An institution may request that an alternative penalty be imposed in lieu of postseason ineligibility. The institution must include an explanation of how the alternate penalty equates to a loss of postseason access.

2. Second Occasion Team is subject to Loss of Postseason Competition. Institutions are permitted to request a waiver of a team's loss of access to postseason competition.

- Factors to be Considered. The second or subsequent time a team loses access to postseason competition, the staff/subcommittee/committee will review the request using the same factors used in considering an APP penalty waiver (see Page Nos. 4 – 7 for more information). If a team has demonstrated meaningful improvement and some of the factors in item 3-b below are present, the level of mitigation required to receive relief may be less stringent than what is required the first occasion a team was ineligible for postseason competition.

3. Notes on Outcomes. A loss of access to postseason competition waiver request will be approved, conditionally approved or denied.

a. First occasion loss of access to postseason waiver requests should be denied if the institution cannot demonstrate extraordinary mitigating circumstances as described on Page No. 2. Other factors listed in item number one above will be examined, but absent extraordinary mitigation are not likely to result in an approval.

b. Second and subsequent waivers of loss of access to postseason competition should be denied if the institution cannot demonstrate:

(1) Significant academic improvement that is sustainable;

(2) Mitigating circumstances as defined on Page No. 7;

(3) An APR Improvement Plan that demonstrates the institution's commitment to improving the team's academic performance by identifying critical issues that have impacted the team's APR and addressing those issues with clear steps and measurable goals; and

(4) An expectation that the team will achieve an APR of 930 or higher in a reasonable period of time.

APP Penalty Waivers.

Institutions are permitted to request a waiver of a team's APP penalties. The staff/subcommittee/committee will consider the following factors in reviewing such a request:

1. Academic Factors. Evaluating a team's academic performance is an important part of the APP penalty waiver process. The staff/subcommittee/committee's review of a team's academic performance may include consideration of the following elements:

   a. A comprehensive review of the team's historical APP performance, including any penalty history and academic trends to determine if the team's placement in the APP penalty structure is the result of habitual underperformance or the result of some anomaly event. Trending will also be evaluated to determine if the team is making sustainable progress toward the penalty benchmark.

   b. The team's Graduation Success Rate and Federal Graduation Rate, if available.

   c. Eligibility and Retention. The team's eligibility and retention will be compared against the following:

      (1) All other Division I teams in the same sport.

      (2) The institution's teams.

   d. The team's academic profile including hours earned, grade-point average, eligibility and retention points.

e. The academic profile of the team when admitted to the member institution, including admissions status as compared to the general student-body and/or other student-athletes at the institution.

f. The number of graduates the team has generated over the four years that make up the multiyear rate.

g. The number of student-athletes who were not academically eligible and not retained included in the multiyear APR.

h. Other academic data elements that may be relevant to the case.

2. Other Factors. The staff/subcommittee/committee's review of a team's academic performance may also include consideration of the following elements:

a. Size of variance between the team's APR and the applicable APP penalty benchmark (930).

b. The team's single-year APRs that comprise the multiyear rate. Specifically, the number of single-year APRs above or below the penalty benchmarks (930).

c. The institution's history of implementation of its APR Improvement Plan as well as the current plan's ability to address critical issues.

d. Mitigating circumstances that have affected the team's APR (see below).

e. An institution may request that an alternative penalty be imposed in lieu of the assigned APP penalty or a penalty option from the menu offered at Level Three. Should an institution offer an alternative penalty, the staff/committee/subcommittee would consider the various factors as well as the alternate penalty in the decision. The institution must demonstrate how the alternate penalty equates to the penalty it would replace.

f. Teams asserting that they have advanced in the penalty structure due to corrections to APP data identified in an APP data review must demonstrate that the current penalty is due to a lost opportunity for the institution to identify academic issues impacting the teams academic performance; to develop an appropriate APR Improvement Plan and to have an opportunity to rectify academic issues. If the institution can demonstrate this lost opportunity to identify and correct academic issues

affecting the team's academic performance the staff and/or subcommittee/committee may consider this a mitigating circumstance warranting relief from a penalty, however all such requests will be reviewed on a case-by-case basis to allow for other factors to be reviewed as well.

3. Mitigating Circumstances. Circumstances will be considered as compelling mitigating factors if the institution can demonstrate that it had a direct correlation to the team's ability to earn eligibility/graduation and/or retention points supported by objective documentation. The institution may reference mitigation that was considered in a previous waiver request if the impact of the mitigation is evidenced in the current APR. Waiver decisions will analyze those circumstances that may be unique events resulting in academically low performing year(s) versus habitually underperforming teams. A team's APR that is negatively affected by a unique one-time circumstance, but otherwise is not historically an underperforming team, should be treated differently than a team that has a history and pattern of academic underachievement.

Circumstances not considered compelling mitigation may include, but are not limited to, the following:

a. Unreasonable reliance by a student-athlete on misinformation from an institutional staff member (e.g., misadvisement);

b. Institutional lack of understanding regarding the APP;

c. Failure to develop and implement an APR Improvement Plan;

d. Conferences and/or institutions with more stringent academic standards than NCAA Division I progress-toward-degree requirements; or

e. Circumstances submitted in a request to receive an adjustment of an individual student-athlete's APR retention and/or eligibility or graduation point if the institution received relief for those circumstances by way of an APR adjustment.

Institutions are limited to submitting information concerning mitigating circumstances only for the academic years used to calculate that team's current multiyear APR. However, the staff, subcommittee and committee reserve the right to consider any relevant information that would explain the team's historical performance.

4. Level Three Penalty Options. An institution with a team subject to Level Three penalties must self-impose penalties from a list of menu options. These penalties are in addition to the prescribed penalties. The institution may also elect to request an alternative penalty be imposed. The staff/committee will consider the institution's self-imposed penalty elements in the waiver decision. The staff/committee can also prescribe additional penalties for the team.

5. Notes on Outcomes. An APP penalty waiver request will be partially or fully approved or conditionally approved, or denied. Requests will likely be denied if the institution cannot demonstrate:

   a. Significant academic improvement that is sustainable; OR

   b. The team is performing well academically but for one or more years of APP data impacted by compelling, documented mitigating circumstances;

   c. An APR Improvement Plan that demonstrates the institution's commitment to improving the team's academic performance by identifying critical issues that have impacted the team's APR and addressing those issues with clear steps and measurable goals;

   d. An expectation that the team will achieve an APR of 930 or higher in a reasonable period of time; and

   e. Appropriate self-imposed penalties at Level Three.

Use of Conditional Approvals.

Waivers of APP penalties and ineligibility for postseason competition may receive conditional approval. A waiver that is conditionally approved does not waive the team's penalty unless the team satisfies the stated condition(s). These conditions may include, but are not limited to:

1. Acceptable implementation of the institution's written APR Improvement Plan;

2. Attendance at mandatory educational sessions;

3. Meeting or maintaining single-year eligibility and retention goals and/or, meeting or maintaining a specified single-year APR without the inclusion of delayed-graduation points;

4. Requiring the institution to implement certain elements of its APR Improvement Plan determined to be "critical" to improved academic performance;

5. Requiring the institution to demonstrate it has satisfied its commitment of resources to enhance academic support initiatives that are part of the institution's APR Improvement Plan or cited in its APP penalty waiver/hearing rationale;

6. Requiring the institution to impose limits, restrictions or penalties that are part of its APR Improvement Plan or cited in its waiver/hearing rationale (e.g., withhold a head coach from contests);

7. Requiring an institution to use the NCAA Facilitating Learning and Achieving Graduation/Graduation Risk Overview program; and

8. Requiring an institution comply with identified minimal academic profiles for entering student-athletes that are part of its APR Improvement Plan or its waiver/hearing rationale. *(Revised: 10/2008;10/2010)*

An institution/team that fails to meet the stated condition(s) by the given timeframe shall have the waiver decision converted to a denial and the APP penalty must be applied to the team. The institution must impose the applicable penalty within the prescribed period of time.

Review of Conditionally Approved Penalty Waivers.

At some point established by the committee, such as the start of the academic year following the year in which the waiver was conditionally approved, the staff verifies that all established conditions were met (e.g., single-year APR, acceptable implementation of APR Improvement Plan). If the staff concludes that the team has not satisfied the condition(s) of the penalty waiver, the subcommittee and staff may consider mitigating circumstances presented by the institution. Such reviews shall occur on a case-by-case basis, and shall include consideration of any mitigation for the team's failure to reach the target APR, as well as the totality of the team's circumstances with regard to the imposed conditions. In such cases, the staff will review factors including improvement in the single-year and multiyear APR, how close the team came to meeting the target and mitigating circumstances. This action does not change an institution's opportunity to explain why it failed to meet the condition(s) or to appeal a decision by the staff to the subcommittee. The subcommittee will hear such appeals via teleconference. The subcommittee's decision is final.

Finally, if it is determined that a conditional waiver is not satisfied and the waiver is denied, the institution must impose the resulting penalties in the time period prescribed by the committee, but generally the academic year following denial of the appeal or, if there was no appeal, following determination that the conditions were not met (e.g., determined condition was not met in 2011-12 results in the imposition of the penalties in 2012-13).

If the team is subject to a penalty in the next academic year, the team is potentially subject to the penalty level that was conditionally waived and the next penalty level if it fails to meet the conditions of the waived penalty.

APR Improvement Plans.

APR Improvement Plans are meant to encourage institutions that have a team with an APR below 930 to implement strategies to improve the academic performance, retention and graduation of the student-athletes on the team. Institutions seeking relief from an APP penalty are expected to demonstrate that the team's academic performance will improve and will achieve an APR of 930 in a reasonable period of time. Therefore, APR Improvement Plans submitted with a waiver will be reviewed as follows:

1. Institutions/teams will be accountable for identifying issues impacting the penalized team's ability to move its APR above the established penalty benchmark. The following shall be addressed:

    a. Identify any issues impacting the academic performance, retention and graduation of the team's student-athletes and develop specific and measurable goals to address the issues, steps to meet the goals, timetable for implementation and persons responsible for each step outlined in the plan.

    b. Identify specific target APR goals for the team(s) for the current academic year that will assist the team in meeting the 930 benchmark in a reasonable period of time.

    c. Identify all steps the institution has taken toward implementation of any previous APR Improvement Plan and progress toward the measurable goals.

2. If an institution fails to create and submit an acceptable APR Improvement Plan, as defined by the committee, there is a presumption that any penalty waiver request will be denied.

Men's Basketball

	2007-08	2008-09	2009-10	2010-11	Multi-Year
Team single year APR {includes delayed graduation points}	826	813	896	939	869
Number of delayed graduation points (single year)	0	0	1	0	1
Number of 0/2s (single year)	3	4	0	1	8
Team Eligibility {earned pts/possible pts (APR score)}	19 / 23 (826)	20 / 24 (833)	24 / 25 (960)	24 / 25 (960)	87 / 97 (897)
Team Retention {earned pts/possible pts (APR score)}	19 / 23 (826)	19 / 24 (792)	18 / 23 (783)	22 / 24 (917)	78 / 94 (830)

Men's Basketball

Years of GSR data	1998 - 2001	1999 - 2002	2000 - 2003	2001 - 2004
Team GSR (%)	60	67	75	89
Institution GSR average for all teams (%)	79	79	79	78
GSR national-average in this sport within institution's division (%)	62	64	65	66
Team Federal Rate (%)	43	46	54	64
Institution Federal Rate average for all teams (%)	59	55	56	61
Federal Rate national-average for teams in this sport (%)	46	48	48	48
Student Body Federal Rate	44	44	45	45

Men's Basketball

Legend: Y=Yes, N=No, G=Graduated, Adj=Adjustment approved, C=Continued post BA/BS

Name	Hours Attempted	Hours Earned	Term GPA	Cumulative GPA	Eligible Next Term	Retained Next Term	2 Year Transfer	4 Year Transfer
2007-08 - Fall								
Amos, Jonathan	12.0	12.0	2.75	3.175	Y	Y	--	--
Anyijong, Justin	14.0	10.0	3.433	3.207	Y	Y	--	--
Beckiens, Paul	14.0	13.0	1.975	1.975	Y	Y	--	--
Bingham, Corey	15.0	11.0	2.787	2.862	Y	Y	--	--
Byrd, Anthony	15.0	12.0	2.466	2.55	--	--	--	Y
Johnson, Ridley	15.0	9.0	1.732	2.251	Y	Y	--	--
Kent, Tyrone	15.0	12.0	2.214	2.633	Y	Y	--	--
Lo, Mohamed	14.0	11.0	2.097	2.368	Y	Y	--	--
Payne, Kashif	16.0	16.0	2.166	2.571	Y	Y	--	--
Ross, Shane	15.0	0.0	0.0	1.308	N	N	--	--
Tubbs, Terrance	14.0	14.0	3.073	3.073	Y	Y	--	--
Valencia, Florentino	0.0	0.0	0.0	0.0	--	--	--	--
Young, Jerrah	12.0	9.0	2.89	3.2	Y	C	--	Y
Averages	156.0/14.18	117.0/10.64	2.28	2.60			0	2

Men's Basketball

Legend: Y=Yes, N=No, G=Graduated, Adj=Adjustment approved, C=Continued post BA/BS

Name	Hours Attempted	Hours Earned	Term GPA	Cumulative GPA	Eligible Next Term	Retained Next Term	2 Year Transfer	4 Year Transfer
2007-08 - Spring								
Amos, Jonathan	12.0	12.0	3.418	3.209	Y	Y	--	--
Anyijong, Justin	15.0	8.0	2.0	3.016	Y	Y	--	--
Becklens, Paul	14.0	3.0	0.418	1.227	N	N	--	--
Bingham, Corey	16.0	9.0	1.085	2.127	Y	N	--	--
Byrd, Anthony	15.0	9.0	2.25	2.481	Y	Y	--	Y
Johnson, Ridley	16.0	9.0	1.25	2.116	Y	Y	--	--
Kent, Tyrone	12.0	9.0	1.668	2.486	Y	Y	--	--
Lo, Mohamed	15.0	12.0	1.0	2.052	Y	Y	--	--
Payne, Kashif	13.0	7.0	0.418	2.378	Y	G	--	--
Ross, Shane	0.0	0.0	0.0	0.0	--	--	--	--
Tubbs, Terrance	14.0	11.0	1.5	2.347	Y	Y	--	--
Valencia, Florentino	10.0	3.0	1.5	2.276	N	N	--	--
Young, Jerrah	15.0	0.0	0.0	2.0	N	C	--	Y
Averages	167.0/13.92	92.0/7.67	1.38	2.31			0	2

Men's Basketball

Legend: Y=Yes, N=No, G=Graduated, Adj=Adjustment approved, C=Continued post BA/BS

Name	Hours Attempted	Hours Earned	Term GPA	Cumulative GPA	Eligible Next Term	Retained Next Term	2 Year Transfer	4 Year Transfer
2008-09 - Fall								
Albrecht, Stephen	15.0	15.0	4.0	4.0	Y	Y	--	--
Amos, Jonathan	12.0	12.0	2.753	3.149	Y	Y	--	--
Anyijong, Justin	14.0	6.0	0.89	2.009	Y	Y	--	--
Bastfield, Larry	15.0	10.0	1.333	2.334	Y	Y	--	--
Johnson, Ridley	15.0	12.0	2.134	2.115	Y	Y	--	--
Kent, Tyrone	12.0	9.0	2.083	2.43	Y	Y	--	--
Lo, Mohamed	13.0	13.0	2.539	2.223	Y	Y	--	--
Okafor, Chukwuemeka	15.0	12.0	2.213	2.213	Y	N	--	--
Rodriguez, Drew	0.0	0.0	0.0	0.0	--	--	--	--
Salter, Ian	12.0	9.0	1.585	2.39	Y	Y	--	--
Sterling, Clayton	13.0	10.0	1.0	1.0	Y	Y	--	--
Taylor, Zac	13.0	9.0	2.5	2.945	Y	Y	--	--
Tubbs, Terrance	15.0	11.0	2.577	2.459	Y	Y	--	--
Averages	164.0/13.67	128.0/10.67	2.13	2.44			0	0

Men's Basketball

Legend: Y=Yes, N=No, G=Graduated, Adj=Adjustment approved, C=Continued post BA/BS

Name	Hours Attempted	Hours Earned	Term GPA	Cumulative GPA	Eligible Next Term	Retained Next Term	2 Year Transfer	4 Year Transfer
2008-09 - Spring								
Albrecht, Stephen	14.0	14.0	3.809	3.923	Y	Y	--	--
Amos, Jonathan	12.0	12.0	3.332	3.164	Y	G	--	--
Anyijong, Justin	15.0	15.0	1.734	1.925	Y	Y	--	--
Bastfield, Larry	15.0	9.0	2.624	2.435	Y	Y	--	--
Johnson, Ridley	15.0	9.0	1.5	2.053	N	N	--	--
Kent, Tyrone	12.0	0.0	0.0	2.155	N	N	--	--
Lo, Mohamed	15.0	12.0	2.335	2.248	Y	Y	--	--
Okafor, Chukwuemeka	0.0	0.0	0.0	0.0	--	--	--	--
Rodriguez, Drew	15.0	15.0	3.0	3.2	Y	Y	--	--
Salter, Ian	12.0	9.0	1.667	2.149	Y	Y	--	--
Sterling, Clayton	16.0	6.0	1.417	1.238	N	N	--	--
Taylor, Zac	15.0	12.0	2.418	2.734	Y	Y	--	--
Tubbs, Terrance	16.0	10.0	1.668	2.277	N	N	--	--
Averages	172.0/14.33	123.0/10.25	2.13	2.46			0	0

Men's Basketball

Legend: Y=Yes, N=No, G=Graduated, Adj=Adjustment approved, C=Continued post BA/BS

Name	Hours Attempted	Hours Earned	Term GPA	Cumulative GPA	Eligible Next Term	Retained Next Term	2 Year Transfer	4 Year Transfer
2008-09 - Summer Bridge								
Albrecht, Stephen	6.0	6.0	4.0	4.0	--	--	--	--
Bastfield, Larry	6.0	6.0	3.835	3.835	--	--	--	--
Salter, Ian	6.0	6.0	4.0	4.0	--	--	--	--
Taylor, Zac	6.0	6.0	3.835	3.835	--	--	--	--
Averages	0.0/0	0.0/0	0	0			0	0

Men's Basketball

Legend: Y=Yes, N=No, G=Graduated, Adj=Adjustment approved, C=Continued post BA/BS

Name	Hours Attempted	Hours Earned	Term GPA	Cumulative GPA	Eligible Next Term	Retained Next Term	2 Year Transfer	4 Year Transfer
2009-10 - Fall								
Albrecht, Stephen	15.0	15.0	4.0	3.949	Y	N	--	--
Anyijong, Justin	15.0	15.0	2.183	2.132	Y	Y	--	--
Barnett, Jacob	15.0	15.0	4.0	4.0	Y	Y	--	--
Bastfield, Larry	13.0	13.0	2.281	2.392	Y	Y	--	--
Dressler, Jordan	16.0	16.0	3.422	3.587	Y	Y	--	--
Freelove, Joshua	16.0	9.0	2.667	3.066	Y	Y	--	--
Griffin, Malcom	13.0	6.0	0.835	2.418	Y	Y	--	--
Humes, Hayden	15.0	15.0	3.666	3.761	Y	Y	--	--
Lo, Mohamed	15.0	15.0	2.468	2.392	Y	Y	--	--
Russell, Devin	16.0	16.0	3.113	3.468	Y	Y	--	--
Salter, Ian	14.0	14.0	1.811	1.987	Y	Y	--	--
Taylor, Zac	12.0	12.0	2.668	2.715	Y	Y	--	--
Watson, Neil	16.0	13.0	2.795	2.795	Y	Y	--	--
Averages	191.0/14.69	174.0/13.38	2.76	2.97			0	0

Men's Basketball

Legend: Y=Yes, N=No, G=Graduated, Adj=Adjustment approved, C=Continued post BA/BS

Name	Hours Attempted	Hours Earned	Term GPA	Cumulative GPA	Eligible Next Term	Retained Next Term	2 Year Transfer	4 Year Transfer
2009-10 - Spring								
Albrecht, Stephen	0.0	0.0	0.0	0.0	--	--	--	--
Anyijong, Justin	16.0	9.0	1.25	1.991	Y	Y	--	--
Barnett, Jacob	15.0	15.0	4.0	4.0	Y	T	--	--
Bastfield, Larry	15.0	9.0	1.4	2.144	Y	N	--	--
Dressler, Jordan	14.0	14.0	2.404	3.114	Y	T	--	--
Freelove, Joshua	15.0	9.0	2.0	2.592	Y	N	--	--
Griffin, Malcom	15.0	15.0	2.183	2.305	Y	Y	--	--
Humes, Hayden	15.0	15.0	3.8	3.778	Y	Y	--	--
Lo, Mohamed	15.0	12.0	2.75	2.441	Y	Y	--	--
Russell, Devin	15.0	12.0	3.165	3.333	Y	Y	--	--
Salter, Ian	15.0	12.0	2.25	2.04	Y	N	--	--
Taylor, Zac	15.0	12.0	3.0	2.778	N	Y	--	--
Watson, Neil	15.0	12.0	2.083	2.453	Y	N	--	--
Averages	180.0/15.00	146.0/12.17	2.52	2.75			0	0

Men's Basketball

Legend: Y=Yes, N=No, G=Graduated, Adj=Adjustment approved, C=Continued post BA/BS

Name	Hours Attempted	Hours Earned	Term GPA	Cumulative GPA	Eligible Next Term	Retained Next Term	2 Year Transfer	4 Year Transfer
2009-10 - Summer Bridge								
Barnett, Jacob	6.0	6.0	4.0	4.0	--	--	--	--
Dressler, Jordan	6.0	6.0	4.0	4.0	--	--	--	--
Freelove, Joshua	6.0	6.0	3.665	3.665	--	--	--	--
Griffin, Malcom	6.0	6.0	4.0	4.0	--	--	--	--
Humes, Hayden	6.0	6.0	4.0	4.0	--	--	--	--
Russell, Devin	6.0	6.0	4.0	4.0	--	--	--	--
Averages	0.0/0	0.0/0	0	0			0	0

Men's Basketball

Legend: Y=Yes, N=No, G=Graduated, Adj=Adjustment approved, C=Continued post BA/BS

Name	Hours Attempted	Hours Earned	Term GPA	Cumulative GPA	Eligible Next Term	Retained Next Term	2 Year Transfer	4 Year Transfer
2010-11 - Fall								
Anyijong, Justin	15.0	11.0	2.191	2.133	Y	Y	--	--
Buckley, Dominique	15.0	12.0	2.003	2.269	Y	Y	--	Y
Dear, Delino	16.0	16.0	2.5	2.945	Y	Y	--	--
Dennis, Curtis	0.0	0.0	0.0	0.0	--	--	--	Y
Griffin, Malcom	15.0	13.0	2.357	2.419	Y	Y	--	--
Holliday, Maurice	16.0	16.0	1.918	2.445	Y	Y	--	--
Humes, Hayden	16.0	16.0	3.124	3.569	Y	Y	--	--
Lo, Mohamed	17.0	17.0	2.705	2.485	Y	Y	--	--
Pearson, Rian	15.0	15.0	2.716	2.766	Y	Y	--	Y
Russell, Devin	15.0	15.0	3.532	3.479	Y	T	--	--
Smith, Matthew	16.0	16.0	1.856	2.037	Y	Y	--	Y
Taylor, Zac	15.0	12.0	2.25	2.778	Y	Y	--	--
Thomas, Jonathan	16.0	13.0	2.437	2.481	Y	Y	--	--
Wright, Anthony	12.0	12.0	3.585	3.534	Y	C	--	Y
Averages	199.0/15.31	184.0/14.15	2.55	2.72			0	5

Men's Basketball

Legend: Y=Yes, N=No, G=Graduated, Adj=Adjustment approved, C=Continued post BA/BS

Name	Hours Attempted	Hours Earned	Term GPA	Cumulative GPA	Eligible Next Term	Retained Next Term	2 Year Transfer	4 Year Transfer
2010-11 - Spring								
Anyijong, Justin	16.0	9.0	2.447	2.159	Y	Y	--	--
Buckley, Dominique	16.0	12.0	2.833	2.519	Y	Y	--	Y
Dear, Delino	15.0	11.0	2.91	2.932	Y	Y	--	--
Dennis, Curtis	12.0	12.0	1.833	1.833	Y	Y	--	Y
Griffin, Malcom	18.0	3.0	0.5	2.0	N	N	--	--
Holliday, Maurice	15.0	8.0	2.999	2.615	Y	Y	--	--
Humes, Hayden	14.0	14.0	2.821	3.432	Y	T	--	--
Lo, Mohamed	17.0	14.0	2.53	2.491	Y	G	--	--
Pearson, Rian	16.0	16.0	3.668	3.139	Y	Y	--	Y
Russell, Devin	0.0	0.0	0.0	0.0	--	--	--	--
Smith, Matthew	12.0	12.0	2.25	2.119	Y	Y	--	Y
Taylor, Zac	15.0	15.0	3.536	2.924	Adj	Y	--	--
Thomas, Jonathan	15.0	12.0	2.455	2.47	Y	N	--	--
Wright, Anthony	12.0	9.0	2.25	2.963	Y	C	--	Y
Averages	193.0/14.85	147.0/11.31	2.54	2.58			0	5

Men's Basketball

Legend: Y=Yes, N=No, G=Graduated, Adj=Adjustment approved, C=Continued post BA/BS

Name	Hours Attempted	Hours Earned	Term GPA	Cumulative GPA	Eligible Next Term	Retained Next Term	2 Year Transfer	4 Year Transfer
2010-11 - Summer Bridge								
Buckley, Dominique	3.0	3.0	3.33	3.33	--	--	--	Y
Dear, Delino	6.0	6.0	3.835	3.835	--	--	--	--
Holliday, Maurice	6.0	6.0	3.5	3.5	--	--	--	--
Pearson, Rian	3.0	3.0	3.0	3.0	--	--	--	Y
Smith, Matthew	3.0	3.0	3.0	3.0	--	--	--	Y
Thomas, Jonathan	3.0	3.0	2.67	2.67	--	--	--	--
Wright, Anthony	3.0	3.0	3.33	3.33	--	--	--	Y
Averages	0.0/0	0.0/0	0	0			0	4

Academic Year	2006-07	2007-08	2008-09	2009-10	2010-11
Men's Basketball			HP I	HP II	PS L III
Men's Cross Country	HP I	HP II			

HP I - Occasion One Historical Penalties
HP II - Occasion Two Historical Penalties
HP III - Occasion Three Historical Penalties
L I - Level One Penalties
L II - Level Two Penalties
L III - Level Three Penalties
NPS - Not Ineligible for Postseason Competition
PS - Ineligible for Postseason Competition

Academic Year	2008-09	2009-10	2010-11
Men's Basketball Penalty	CP		
Relief Sought	Partial		
Relief Provided	Denied		
Condition Satisfied			
Men's Basketball Penalty	HP 1		
Relief Sought	Full		
Relief Provided	Denied		
Condition Satisfied			
Men's Basketball Penalty		HP 2	
Relief Sought		Full	
Relief Provided		Denied	
Condition Satisfied		Failed	
Men's Basketball Penalty			PS L 3
Relief Sought			None
Relief Provided			
Condition Satisfied			

CP Contemporanious Penalty
HP 1 - Occasion One Historical Penalties
HP 2 - Occasion Two Historical Penalties
HP 3 - Occasion Three Historical Penalties
L 1 - Level One Penalties
L 2 - Level Two Penalties
L 3 - Level Three Penalties
NPS - Not Ineligible for Postseason Competition
PS - Ineligible for Postseason Competition

None - No relief requested or provided
Full - Complete penalty relief was requested
Partial - Some, but not all relief was requested or provided
Delayed - Only a delay in taking the penalty was requested
Conditional - Relief provided was conditional on the team satisfying one or more conditions.
Failed - Condition(s) was not satisfied
Passed - Condition(s) was satisfied

NCAA Division I 2010 - 2011 Academic Progress Rate Institutional Report

Institution: University of Toledo

Date of Report: 02/08/2012

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Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2010 - 2011 (N)	Multiyear Rate	2010 - 2011	Multiyear Rate	2010 - 2011
Baseball	976 (117)	N/A	940 (25)	970	920	978	960
Men's Basketball	869 (53)	N/A	939 (14)	897	960	830	917
Men's Cross Country	971 (36)	N/A	979 (12)	957	958	986	1000
Football	960 (339)	N/A	973 (91)	958	982	954	964
Men's Golf	945 (33)	N/A	906 (8)	969	938	922	875
Men's Tennis	952 (41)	N/A	974 (10)	947	950	958	1000
Women's Basketball	962 (61)	N/A	968 (16)	958	969	965	967
Women's Cross Country	988 (86)	N/A	1000 (22)	988	1000	988	1000
Women's Golf	981 (42)	N/A	974 (10)	987	1000	974	947
Women's Softball	980 (78)	N/A	973 (20)	980	974	979	973
Women's Soccer	990 (98)	N/A	981 (27)	990	981	990	981
Women's Swimming	990 (103)	N/A	1000 (29)	990	1000	990	1000
Women's Tennis	977 (34)	N/A	1000 (10)	985	1000	968	1000
Women's Track, Indoor	972 (155)	N/A	987 (39)	964	974	980	1000
Women's Track, Outdoor	972 (155)	N/A	987 (39)	964	974	980	1000

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[1] Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

[2] Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

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NCAA Division I 2010 - 2011 Academic Progress Rate Institutional Report

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Date of Report: 02/08/2012

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2010 - 2011 (N)	Multiyear Rate	2010 - 2011	Multiyear Rate	2010 - 2011
Women's Volleyball	991 (60)	N/A	1000 (15)	1000	1000	983	1000

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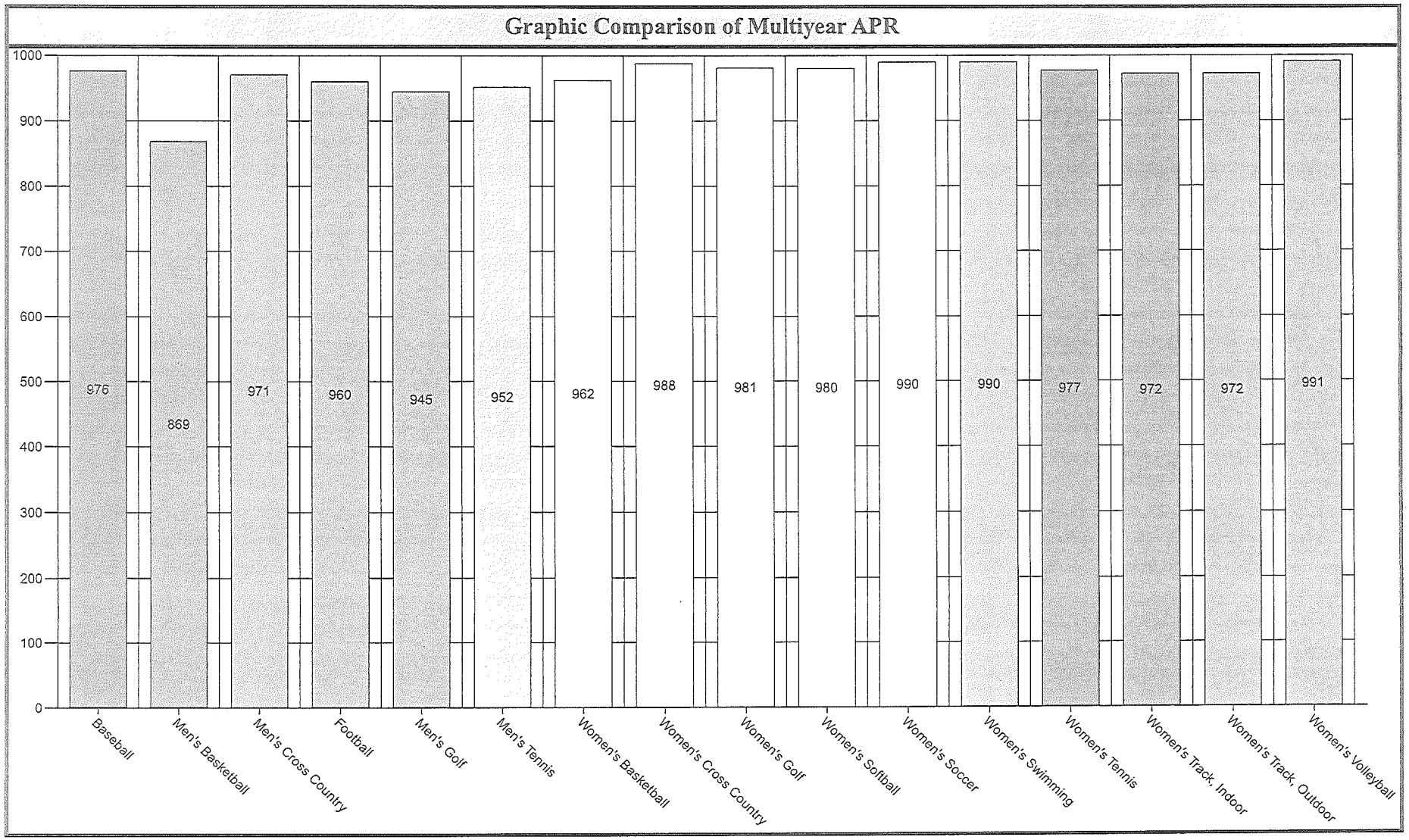
Sport-by-Sport APR Comparison:



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Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2009 - 2010 (N)	Multiyear Rate	2009 - 2010	Multiyear Rate	2009 - 2010
Baseball	988 (125)	N/A	960 (26)	988	961	984	939
Men's Basketball	863 (50)	N/A	896 (13)	882	960	833	783
Men's Cross Country	962 (34)	N/A	1000 (7)	939	1000	985	1000
Football	943 (332)	N/A	981 (90)	936	975	941	975
Men's Golf	967 (31)	N/A	1000 (8)	983	1000	950	1000
Men's Tennis	953 (42)	N/A	1000 (9)	960	1000	945	1000
Women's Basketball	956 (59)	N/A	1000 (16)	957	1000	955	1000
Women's Cross Country	974 (79)	N/A	990 (26)	981	1000	968	980
Women's Golf	980 (40)	N/A	1000 (11)	987	1000	973	1000
Women's Softball	983 (76)	N/A	1000 (18)	986	1000	979	1000
Women's Soccer	989 (97)	N/A	989 (22)	989	977	989	1000
Women's Swimming	984 (96)	N/A	1000 (25)	978	1000	989	1000
Women's Tennis	976 (34)	N/A	893 (8)	984	929	968	857
Women's Track, Indoor	965 (145)	N/A	976 (42)	958	988	968	964
Women's Track, Outdoor	965 (145)	N/A	976 (42)	958	988	968	964

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NCAA Division I 2009 - 2010 Academic Progress Rate Institutional Report

Institution: University of Toledo

Date of Report: 02/08/2012

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2009 - 2010 (N)	Multiyear Rate	2009 - 2010	Multiyear Rate	2009 - 2010
Women's Volleyball	991 (60)	N/A	983 (15)	1000	1000	982	967

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NCAA Division I 2009 - 2010 Academic Progress Rate Institutional Report

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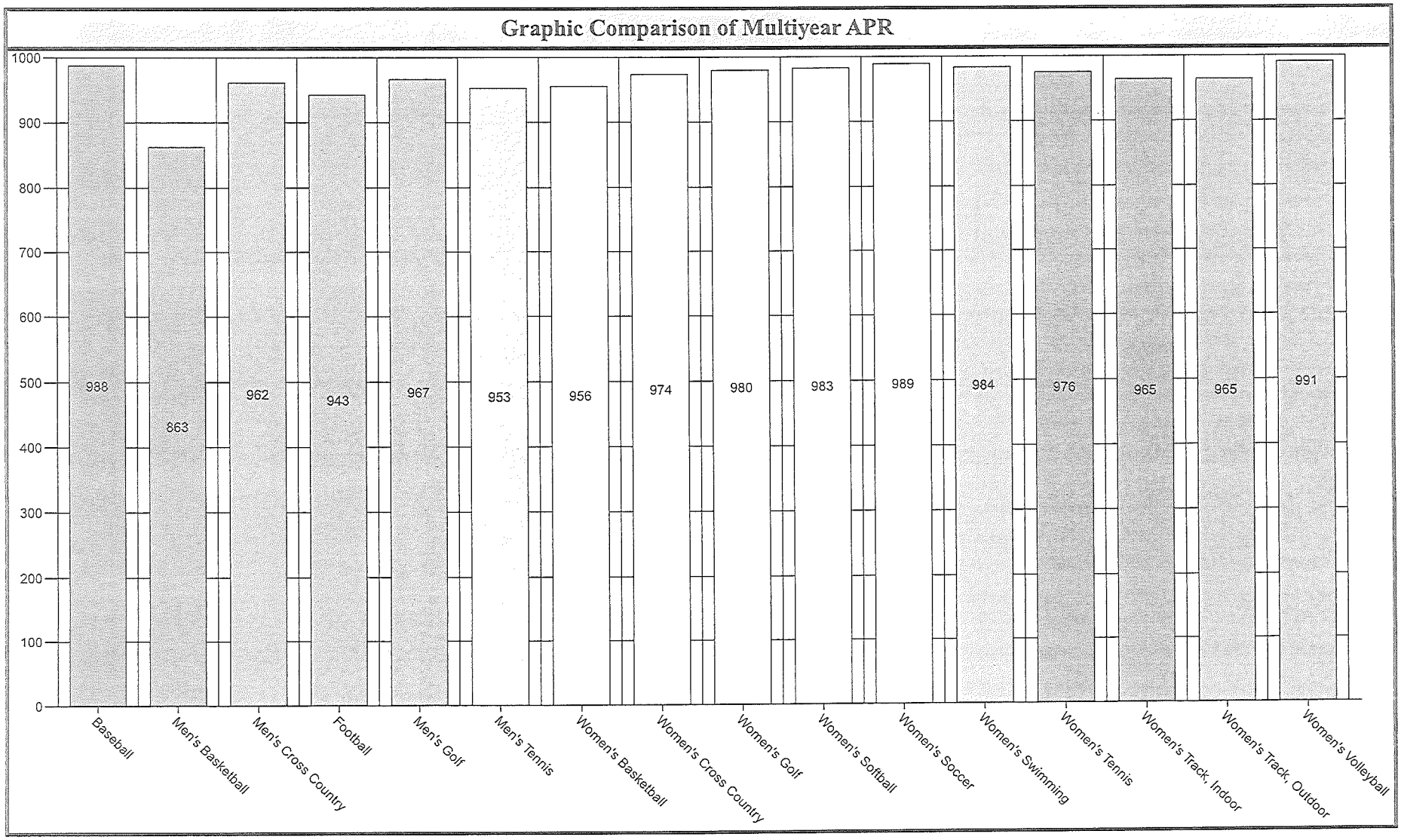
Date of Report: 02/08/2012

Sport-by-Sport APR Comparison:



NCAA Division I 2008 - 2009 Academic Progress Rate Institutional Report

Institution: University of Toledo

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Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2008 - 2009 (N)	Multiyear Rate	2008 - 2009	Multiyear Rate	2008 - 2009
Baseball	985 (135)	N/A	992 (32)	985	984	985	1000
Men's Basketball	895 (51)	N/A	813 (13)	896	833	895	792
Men's Cross Country	950 (36)	N/A	1000 (9)	929	1000	971	1000
Football	934 (320)	N/A	941 (80)	919	941	935	935
Men's Golf	966 (30)	N/A	900 (8)	983	933	948	867
Men's Tennis	948 (43)	N/A	976 (12)	949	952	948	1000
Women's Basketball	939 (55)	N/A	964 (15)	944	964	934	963
Women's Cross Country	969 (65)	N/A	961 (19)	977	947	961	974
Women's Golf	977 (35)	N/A	946 (10)	985	947	970	944
Women's Softball	964 (79)	N/A	960 (21)	961	947	967	973
Women's Soccer	992 (100)	N/A	990 (26)	995	1000	990	980
Women's Swimming	970 (96)	N/A	976 (22)	962	977	978	976
Women's Tennis	992 (34)	N/A	1000 (8)	1000	1000	985	1000
Women's Track, Indoor	952 (138)	N/A	944 (37)	937	917	963	972
Women's Track, Outdoor	952 (138)	N/A	944 (37)	937	917	963	972

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NCAA Division I 2008 - 2009 Academic Progress Rate Institutional Report

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Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2008 - 2009 (N)	Multiyear Rate	2008 - 2009	Multiyear Rate	2008 - 2009
Women's Volleyball	995 (58)	N/A	982 (16)	1000	1000	991	964

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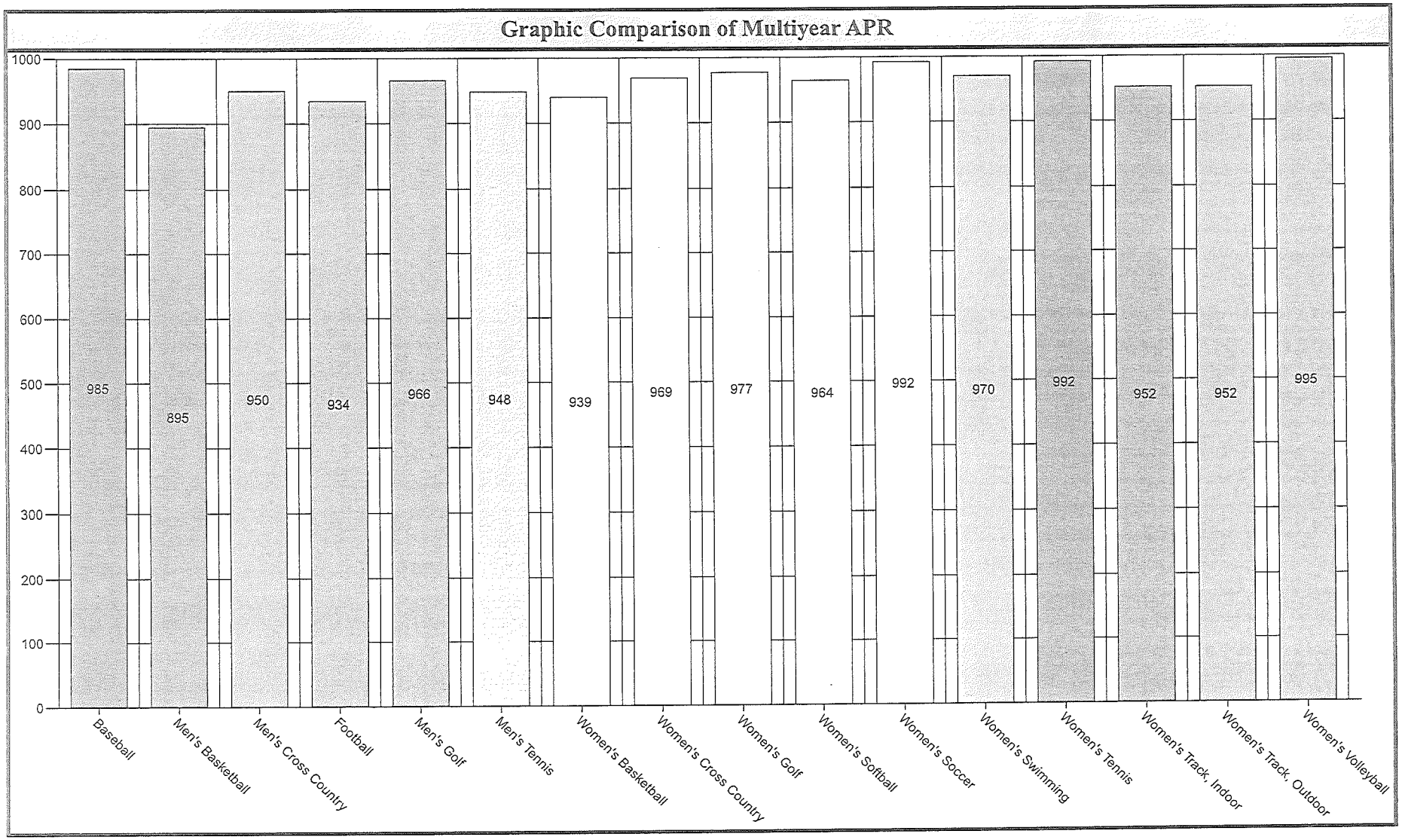

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Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2007 - 2008 (N)	Multiyear Rate	2007 - 2008	Multiyear Rate	2007 - 2008
Baseball	983 (138)	N/A	1000 (34)	989	1000	978	1000
Men's Basketball	943 (51)	N/A	826 (13)	938	826	948	826
Men's Cross Country	891 (35)	N/A	906 (8)	841	875	942	938
Football	909 (325)	N/A	941 (78)	889	931	916	938
Men's Golf	984 (31)	N/A	971 (9)	1000	1000	967	941
Men's Tennis	932 (40)	N/A	853 (10)	932	882	932	824
Women's Basketball	943 (54)	N/A	911 (14)	943	893	943	929
Women's Cross Country	972 (63)	N/A	1000 (19)	992	1000	951	1000
Women's Golf	984 (34)	N/A	1000 (11)	1000	1000	953	1000
Women's Softball	966 (75)	N/A	987 (19)	966	1000	966	974
Women's Soccer	995 (96)	N/A	1000 (23)	995	1000	995	1000
Women's Swimming	968 (100)	N/A	980 (27)	963	980	974	980
Women's Tennis	992 (34)	N/A	1000 (8)	1000	1000	985	1000
Women's Track, Indoor	951 (135)	N/A	980 (37)	932	973	966	986
Women's Track, Outdoor	951 (135)	N/A	980 (37)	932	973	966	986

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Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2007 - 2008 (N)	Multiyear Rate	2007 - 2008	Multiyear Rate	2007 - 2008
Women's Volleyball	1000 (53)	N/A	1000 (14)	1000	1000	1000	1000

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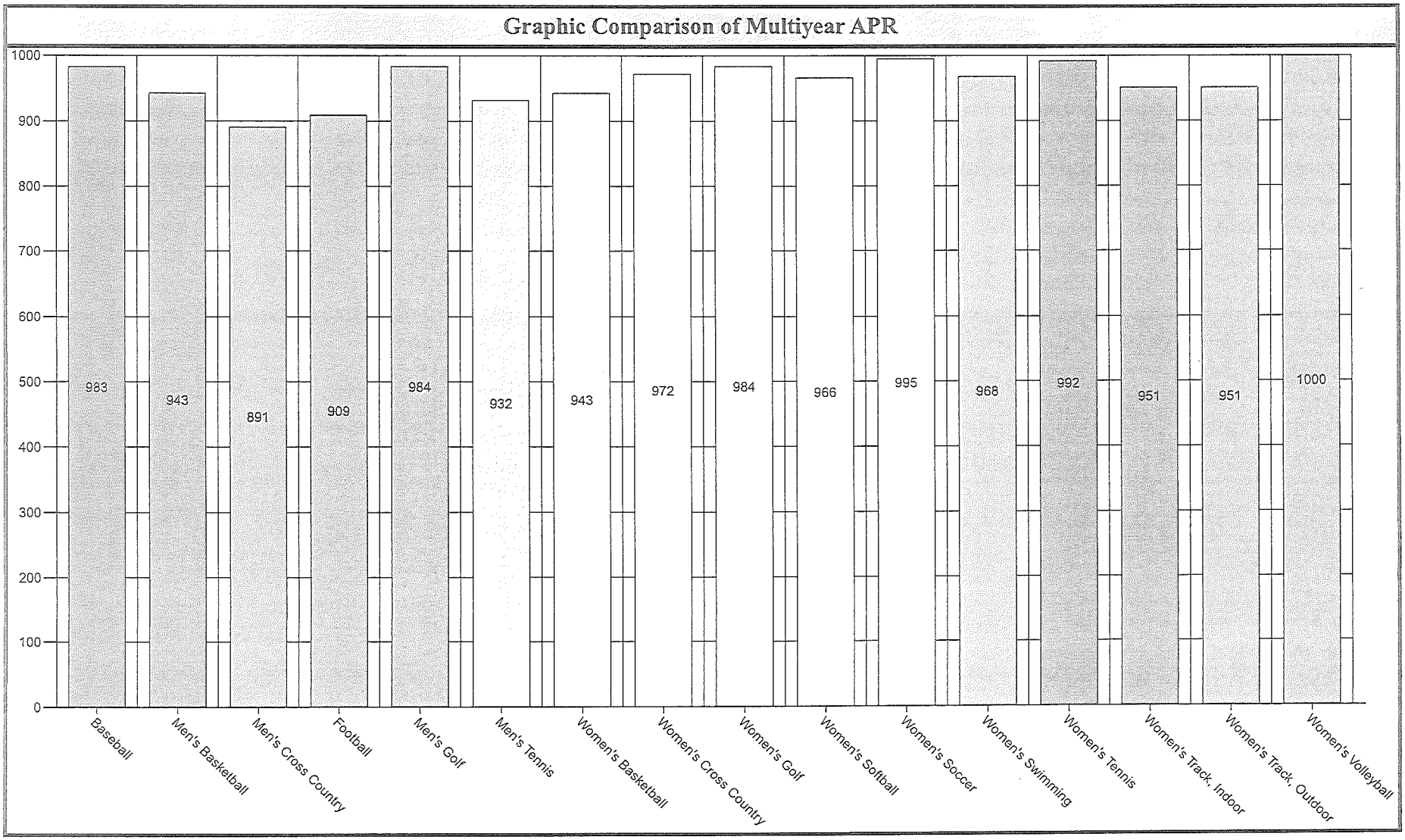


University of Toledo
NCAA Division I Academic Progress Rate Improvement Plan History

Year	Plan Submission Dates	Plan Evaluation	Implementation Evaluation	Teams
2009-10	1/12/2010	NCAA Division I Academic Progress Rate (APR) Improvement Plan was acceptable.	The staff did not assess implementation of this plan.	Men's basketball.
2010-11	11/2/2010	Staff noted the plan: appeared to be developed by appropriate individuals inside and outside of athletics; was approved by the institution's president or chancellor; conducted a satisfactory data analysis; and, identified critical issues impacting the team's academic performance and created initiatives to address those critical issues.	The staff determined that the institution demonstrated implementation of its plan.	Men's basketball.
2011-12	1/31/2012	Staff noted that the plan satisfied the committee's requirements and appeared to address critical issues and if implemented could result in improved academic performance.		Men's basketball.

Staff Evaluation of 2011-12 APR Improvement Plan

Thank you for taking the time to revise your institution's 2011-12 NCAA Division I Academic Progress Rate (APR) Improvement Plan. The staff evaluated the most recent revisions to the plan. Information reviewed in the analysis included: APR Improvement Plan submitted; institutional APR report; single-year overall APR, eligibility APR, retention APR data; and supplemental documentation provided by the institution.

The institution has demonstrated that the critical issues identified by the institution are addressed by the initiatives outlined within the plan. Based on the guidelines established by the NCAA Division I Committee on Academic Performance, the elements of the plan appear to have a likelihood of improving the APR of Men's Basketball if full implementation based on the established timeline occurs. Ongoing evaluation of the plan is encouraged to ensure the plan is addressing the current issues impacting APR.

Thank you for your participation in the APR Improvement Plan process. Please don't hesitate to contact me if I can be of assistance moving forward.

University of Toledo

Questionnaire

11-12

Question No	Question / Response
1	Identify individuals on the APR Improvement Plan development team. Please provide individuals' names, titles and whether the individuals work in or outside of the athletics department. The institution has an Academic Performance Committee, which meets periodically to discuss APR issues. The committee is made up of the following individuals: Brian Lutz, Associate Athletics Director for Compliance Celia Regimbal, Faculty Athletic Representative Kelly Andrews, Senior Associate AD/Senior Woman Administrator Kathleen Fitzpatrick, Professor, College of Business Sharon Standifer, Eligibility Certification Officer, University Registrar's Office Sue Irmen, Academic Advisor/CHAMPS Life Skills Coordinator
2	Please list the critical issues impacting the team(s) APR based on the data analysis completed by the institution's APR Improvement Plan team. Documents used for the required data analysis must be uploaded on the "Upload/View Documents" page. A thorough review of all lost APR points in the current cohort was conducted (please see APR analysis document and academic outcomes document). The following critical issues were identified: 1. Student-athlete retention for the period is 830. This was due mostly to student-athletes departing the program as a result of coaching changes. The institution has employed three different head coaches within the most recent APR four-year period. 2. During the current four-year period, eight APR points were lost by student-athletes who had received an initial eligibility waiver. Additionally, several student-athletes in the early years of the cohort had received admissions waivers. 3. Student-athlete eligibility was 897, mostly based upon eligibility-exhausted student-athletes departing the institution without graduating. The student-athletes who departed without graduating are individuals who had completed four years of enrollment (not fifth year student-athletes).
3	Your plan for the current academic year must be reviewed and approved by the chancellor/president and at least two of the following individuals; provost; director of athletics; faculty athletics representative; head coach; compliance director; and/or director of academic support. Indicate the individuals who approved the plan. Provide documentation of the chancellor/president approval by using the signature page located on the "Upload/View Documents". The plan was approved by the athletics director, head men's basketball coach, and associate athletics director for compliance on 10-31-11. The plan was approved by the university president on 1-30-12.
4	Provide the specific dates (e.g., month, day, year) of when the plan was approved by the three required institutional staff members. The plan was approved by the athletics director, head men's basketball coach, and associate athletics director for compliance on 10-31-11. The plan was approved by the university president on 1-30-12.
5	Evaluate the institution's previous years APR improvement plan's effectiveness. Include initiatives that the APR improvement plan team determined to be successful and why. The 2010-11 recovery plan proved effective, given the team's 939 individual year APR score. The most impactful initiatives proved to be: 1. Degree completion contract. The student-athlete who signed the contract graduated at the conclusion of the 2010-11 academic year. 2. Implementation of increased study table hours. Only one eligibility point was lost in 2010-11. 3. The exit questionnaire proved valuable in revealing potential commonalities in the decisions of student-athletes to transfer.
6	Based on the implementation of the previous year's APR Improvement Plan, describe the changes and/or additions that will be made to this year's plan. The following changes have taken place to the improvement plan:

1. The university president will meet with all men's basketball student-athletes making official visits. This will provide an opportunity for the president to evaluate the prospect's (and parents') commitment to earning a degree from the institution, and for the prospect to gauge the institution's commitment to the academic success and well-being of its students.
2. Due to the unpredictability in retaining and graduating student-athletes with marginal academic records, the institution will not recruit potential nonqualifiers (i.e., student-athletes who may require an initial eligibility waiver) or junior college transfers.
3. The scholar baller program now recognizes high achieving student-athletes with patches featured on the student-athlete's warm-up.
4. The athletic department will implement a university program that ensures faculty reporting of student-athlete progress. The program is entitled, "Course Signals," and is scheduled to be online in the spring of 2012.

APR Improvement Plan

				Steps		
Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Loss of retention points due to instability in the head coaching position.	Retention	Men's Basketball	Achieve APR retention score of 960 during 2011-12 academic year.	Interviews will be scheduled with student-athletes at various intervals during the student-athlete's enrollment, including: 1. Mid-point interviews, to be conducted after the student-athlete's fourth semester as a full-time student at the institution. 2. Exit interviews will be conducted with all student-athletes who are released to transfer from the institution. 3. Final exit interviews are conducted with student-athletes who have completed eligibility (ongoing program).	Director of athletics; associate athletics director for compliance; faculty athletic representative; various athletic department senior staff members.	Transfer interviews took place during the 2010-11 academic year. Mid-point surveys will be conducted at the conclusion of the 2011-12 academic year. Exit interviews will continue to be conducted, as they have for the last several years.
Student-athletes complete eligibility but do not graduate.	Retention Monitoring progress toward graduation	Men's Basketball	Ensure that each student-athlete projected to graduate during his final year do so. Currently, there is one student-athlete projected to graduate in 2011-12.	Initiate degree completion contract for student-athletes approaching final two semesters of academic eligibility. The degree contract is signed by the student-athlete and head coach prior to the start of the student-athlete's final academic year. The student-athlete asserts that	Associate athletics director for compliance; men's basketball head coach; men's basketball academic advisor	This is a continuing program.

				he or she will attend classes regularly, and will pass all courses necessary for graduation. Failure to do so may result in disciplinary actions being taken, up to and including the cancellation of athletic aid.		
Loss of eligibility points by student-athletes.	Academic support Monitoring progress toward graduation	Men's Basketball	Achieve 960 APR eligibility score during 2011-12 academic year.	Require student-athletes to participate in the following study table hours: Freshmen, 10 hours; Sophomores, eight hours; Juniors, six hours; Seniors, four hours. Student-athletes with a 3.00 overall GPA or better are eligible for reduced study hours. The head coach, academic advisor, and assistant coach who has oversight will meet and discuss any changes to study table hours. All must be in agreement that study table hours should be decreased for a change to occur. If there is a disagreement, the student-athlete will remain in the higher number of study table hours.	Men's basketball academic advisor; men's basketball coaching staff.	Ongoing program implemented by the new coaching staff in 2010-11.
				At the beginning of each semester, men's basketball academic advisor will meet with each professor that is instructing an "at risk" student-athlete. These student-athletes will be identified by the men's basketball head coach through a multitude of factors. "At risk" student-athletes are those individuals who have a 3.00 high school GPA or lower and/or an ACT score of 22 or	Men's basketball head coach; men's basketball academic advisor.	Plan implemented as of the fall 2011 semester.

			lower. The academic history of the student, and the reputation of the high school are heavily considered in determing whether a student-athlete is "at risk."		
Academic support	Men's Basketball	Achieve 960 APR eligibility score during 2011-12 academic year.	Review NCAA eligibility requirements with continuing student-athletes, as well as incoming student-athletes and their families. All student-athletes receive information at the beginning of the year team meetings from both the Associate Athletics Director for Compliance and applicable sport academic advisor in separate meetings. Progress toward degree standards are discussed. This information is also included in the student-athlete handbook, which is distributed at the initial team meetings. Incoming freshman student-athletes receive a brief introduction to NCAA eligibility standards by way of a power point presentation at the required student orientation sessions. Parents are typically also present at these orientation sessions.	Associate athletics director for compliance; athletics scholarship coordinator; men's basketball academic advisor.	This is an ongoing program that has been in place for several years.
Academic support Monitoring progress toward graduation	Men's Basketball	Achieve 1000 APR eligibility score for incoming student-athletes; achieve perfect graduation rate for student-athletes who complete eligibility at the institution.	Require all men's basketball incoming student-athletes receiving athletically related financial aid to participate in the summer bridge program. The summer bridge program provides an opportunity for incoming student-athletes to enroll in six hours of	Director of athletics; men's basketball head coach; men's basketball academic advisor.	This is an ongoing program that had been initally implemented in 2003. All student-athletes in the current APR cohort who participated in the summer

			academic coursework, allowing for a less stressful assimilation into the college experience. If necessary, the student-athlete may enroll in developmental coursework required for degree-applicable coursework in later terms. Furthermore, the successful completion of summer bridge classes increases the likelihood of student-athletes meeting eligibility requirements in both the short- (18/24, GPA) and long-term (percentage of degree), leading to degree completion.		bridge program earned eligibility points in their first year on campus.
Academic support Student-athlete development	Men's Basketball	Achieve 960 APR eligibility score during 2011-12 academic year.	Initiate "scholar baller" program to recognize student-athletes who are succeeding academically. The program inspires the competitive nature of student-athletes, who earn the patch if they have been successful academically. The patches will be featured on each qualifying student-athlete's warm-up.	Men's basketball academic advisor.	Ongoing program.
Monitoring progress toward graduation	Men's Basketball	Achieve 960 APR eligibility score during 2011-12 academic year.	Professors are asked to provide status reports on student-athletes twice per semester. These reports include feedback on attendance, grades on quizzes, exams, papers, etc., as well as class participation. Also, a short narrative will be provided by the professor to explain the overall progress of the student-athlete. If it is determined that a	Men's basketball academic advisor.	Ongoing program.

			student-athlete is not performing to expectations, he or she will be assigned mandatory tutoring, regular meetings with an academic advisor, and may have his or her weekly study table requirement increased.		
			Professors will be asked to provide information regarding student-athlete progress through a university program entitled "Course Signals."	Men's basketball academic advisor.	Program to be implemented in the spring of 2012.
Monitoring progress toward graduation	Men's Basketball	Achieve 960 APR eligibility score during 2011-12 academic year.	Mid-term grades are posted in university's student information system (Banner).	University registrar.	System has been operational since the summer of 2008.
Recruitment of prospective student-athletes Evaluation of academic readiness	Men's Basketball	Achieve 1000 APR eligibility score for freshman student-athletes.	All men's basketball recruited prospective student-athletes are evaluated for initial eligibility status.	Men's basketball staff; associate athletics director for compliance.	Ongoing program since 2003.
Admission of prospective student-athletes			The institution will not recruit nonqualifiers or junior college transfers who were initial nonqualifiers. Recruiting these student-athletes is a risk to the program and, historically, such students are not successful academically.	University president; director of athletics; men's basketball head coach.	Program has been in place since the arrival of the head coach in the spring of 2010.
			Admit through the appeals process no more than one prospective student-athlete during a rolling two-year period who fails to meet the institution's out-of-state admissions requirements. Prospective student-athletes who do not meet the admission standard must appeal their admission to a committee created to review the appeals of all	Office of undergraduate admission; university admission appeals committee.	This is an ongoing committee that has been in place for many years. The number of men's basketball student-athletes who have gone through the appeals process has declined significantly in recent years, but this step will provide an

			prospective students to the institution. Only prospective student-athletes who have projected NCAA qualifier eligibility, present compelling letters of support and recommendation from nonathletics individuals outside the institution, and who receive a majority vote for admission from the committee will have their appeal granted.		assurance that only individuals who meet the institutional standard are admitted.
Recruitment of prospective student-athletes Evaluation of academic readiness Retention	Men's Basketball	Achieve 1000 APR eligibility score for first year student-athletes.	The men's basketball academic recruiting philosophy is to recruit good people, from good families, who value a college degree. The coaching staff has established long-standing relationships with high schools, high school coaches, and high school guidance counselors, and is very thorough in identifying academic readiness during a prospect's high school career. Also, the coaching staff makes a concerted effort in getting to know the prospect's parents, family, and those who are influential in the young man's life. Finally, the reputation of the high school, the prospect's academic performance, and qualifying test scores all are considered in developing the overall academic profile of the prospect.	Men's basketball head coach; assistant coaches.	Program was enacted by the men's basketball head coach upon his hiring in the spring of 2010.
	Men's Basketball	All freshman student-athletes earn eligibility and retention points following first year.	Prospective student-athletes and parents on official paid visits will meet with the	University president; director of athletics; men's basketball head coach.	Process will commence during the 2012 spring semester.

				University President or Provost of the institution. This will allow senior academic officials of the opportunity to assess the prospect's interest in earning a degree from the institution, and allow the prospect and his parents the opportunity to evaluate the institution's commitment to the academic success of students.		
	Academic support	Men's Basketball	Achieve 960 individual year APR score in 2011-12.	Student-athletes will be provided a disciplined and structured academic support program, including weekly meetings with assistant coaches to ensure student-athletes are meeting academic obligations in the class room.	Men's basketball head coach; assistant coaches; men's basketball academic advisor.	Program implemented by men's basketball head coach upon his hiring in the spring of 2010.
Student-athlete class attendance.	Missed class time	Men's Basketball	Achieve men's basketball APR eligibility score of 960.	Men's basketball student-athletes are required to attend all classes, with the exception of classes missed for road competition. Additionally, student-athletes are required to sit in the first two rows of the classroom at all times. Assistant coaches check classes every day to ensure students are in class and sitting in the first two rows. Student-athletes who fail to meet their obligations will be disciplined individually at first, penalized with the rest of the team for a second transgression, and thirdly will be suspended from the team.	Men's basketball head coach; assistant coaches; men's basketball academic advisor.	Program implemented by the men's basketball head coach upon his hiring in the spring of 2010.

Target APR Chart

Team	APR Year	Single Year APR Goal	Single Year Eligibility APR Goal	Single Year Retention APR Goal	Multi Year APR Goal	Comments
Men's Basketball	2011-12	960	960	960	903	The men's basketball individual year APR has improved steadily over the past three years, from 813 in 2008-09, to 875 in 2009-10, to 939 in 2010-11. As 2011-12 will be the second full year under Head Coach Tod Kowalczyk, the institution expects even greater improvement in APR performance.

PROJECTED MEN'S BASKETBALL APR 2009-10

	BEST CASE			WORST CASE		
Student	Earned	Possible		Earned	Possible	0/2
Albrecht	1	1		1	1	
Anyijong	4	4		4	4	
Barnett	4	4		4	4	
Bastfield	4	4		4	4	
Dressler	4	4		4	4	
Freelove	4	4		4	4	
Griffin	4	4		4	4	
Humes	4	4		4	4	
Johnson	3	4	Enrolled for Spring Semester?	0	2	
Lo	4	4		4	4	
Russell	4	4		4	4	
Salter	4	4		4	4	
Taylor	4	4		4	4	
Watson	4	4		4	4	
2009-10	52	53	0.981	49	51	0.961
Plus Ones						
2006-07	38	41	0.927	38	41	0.927
2007-08	38	46	0.826	38	46	0.826
2008-09	39	48	0.813	39	48	0.813
Bonus						
4-year APR:	167	188	0.888	164	186	0.882

Contemporaneous Penalties

Cannot replace student-athlete with eligibility remaining that leaves the program and is ineligible.

Historical Penalties Status:

The overall APR score will trigger first occasion historical penalties (warning letter). An academic recovery plan will be required.

Contemporaneous Penalties

Sterling (applied to 2009-10)

Tubbs (could be applied to 2010-11)

	BEST CASE		WORST CASE		
Student	Earned	Possible	Earned	Possible	0/2

Albrecht receives 1/1 due to overall GPA over 2.600.

PROJECTED MEN'S BASKETBALL APR 2008-09

Student	BEST CASE Earned	BEST CASE Possible		WORST CASE Earned	WORST CASE Possible	0/2
Albrecht	4	4		4	4	
Amos	4	4	Graduated	4	4	
Anyijong	4	4		4	4	
Bastfield	4	4		4	4	
Johnson	4	4	Eligibility Exhausted, Did Not Graduate	2	4	
Kent	2	4	Eligibility Exhausted, Did Not Graduate	2	4	
Lo	4	4		4	4	
Okafor	1	2	Mid-Year Transfer	1	2	
Rodriguez	2	2	Mid-Year Addition	2	2	
Salter	4	4		4	4	
Sterling	4	4	Transferred, Ineligible (Contemporaneous Penalty)	2	4	X
Taylor	4	4		4	4	
Tubbs	3	4	Transferred, Ineligible (Contemporaneous Penalty)	2	4	X
2008-09	44	48	0.917	39	48	0.813
Plus Ones						
2005-06	56	56	1.000	56	56	1.000
2006-07	38	41	0.927	38	41	0.927
2007-08	37	46	0.804	37	46	0.804
Bonus						
4-year APR:	175	191	0.916	170	191	0.890

Contemporaneous Penalties

Cannot replace student-athlete with eligibility remaining that leaves the program and is ineligible.

Historical Penalties Status:

The overall APR score will trigger first occasion historical penalties (warning letter). An academic recovery plan will be required.

0/2's

Sterling

Tubbs

	BEST CASE		WORST CASE		
Student	Earned	Possible	Earned	Possible	0/2

* 8 of 20 = did not graduate
6 = transfer/left
6 = Ineligible

Overall APR - University of Toledo - Men's Basketball 2008 - 2009 (Submitted on: 2009-12-15 15:47:12.0)

Student Athlete	Fall		Spring		Points Earned/ Points Possible	Reason Not Retained	
	Elig	Ret	Elig	Ret			
Albrecht, Stephen	Yes	Yes	Yes	Yes	4 / 4		
Amos, Jonathan	Yes	Yes	Yes	Graduated This Term	4 / 4		
Anyijong, Justin	Yes	Yes	Yes	Yes	4 / 4		
Bastfield, Larry	Yes	Yes	Yes	Yes	4 / 4		
Johnson, Ridley	Yes	Yes	No	No	2 / 4	Left institution by choice (Known NOT to transfer) - Unknown/Other	EE, did not graduate
Kent, Tyrone	Yes	Yes	No	No	2 / 4	Left institution by choice (Known NOT to transfer) - Unknown/Other	EE, did not graduate
Lo, Mohamed	Yes	Yes	Yes	Yes	4 / 4		
Okafor, Chukwuemeka	Yes	No			1 / 2	Transfer to Another Institution	Transfer
Rodriguez, Drew			Yes	Yes	2 / 2		
Salter, Ian	Yes	Yes	Yes	Yes	4 / 4		
Sterling, Clayton	Yes	Yes	No	No	2 / 4	Left institution by choice (Known NOT to transfer) - Unknown/Other	Transfer, ineligible
Taylor, Zac	Yes	Yes	Yes	Yes	4 / 4		
Tubbs, Terrance	Yes	Yes	No	No	2 / 4	Transfer to Another Institution	Transfer, ineligible

Points Earned: 39 Points Possible: 48

Eligibility Points Earned: 20 Eligibility Points Possible: 24

Retention Points Earned: 19 Retention Points Possible: 24

Delayed Graduation Points: 0

Lost Eligibility (4)
Did not graduate - (2)
Ineligible (2)

Retention (5)
Did not graduate - (2)
Transfer - (3)

4 of 9 = did not graduate

Overall APR - University of Toledo - Men's Basketball 2007 - 2008 (Submitted on: 2009-12-15 15:43:45.0)

Student Athlete	Fall		Spring		Points Earned/ Points Possible	Reason Not Retained	
	Elig	Ret	Elig	Ret			
Amos, Jonathan	Yes	Yes	Yes	Yes	4 / 4		
Anyijong, Justin	Yes	Yes	Yes	Yes	4 / 4		
Becklens, Paul	Yes	Yes	No	No	2 / 4	Unknown/Other	Left ineligible.
Bingham, Corey	Yes	Yes	Yes	No	3 / 4	Left institution by choice (Known NOT to transfer) - Unknown/Other	Transfer
Byrd, Anthony			Yes	Yes	2 / 2		
Johnson, Ridley	Yes	Yes	Yes	Yes	4 / 4		
Kent, Tyrone	Yes	Yes	Yes	Yes	4 / 4		
Lo, Mohamed	Yes	Yes	Yes	Yes	4 / 4		
Payne, Kashif	Yes	Yes	Yes	Graduated This Term	4 / 4		
Ross, Shane	No	No			0 / 2	Left institution by choice (Known NOT to transfer) - Unknown/Other	Left, ineligible
Tubbs, Terrance	Yes	Yes	Yes	Yes	4 / 4		
Valencia, Florentino			No	No	0 / 2	Left institution by choice (Known NOT to transfer) - Unknown/Other	EE, did not graduate
Young, Jerrah	Yes	Post BA/BS	No	Post BA/BS	3 / 4		Ineligible

Points Earned: 38 Points Possible: 46

Eligibility Points Earned: 19 Eligibility Points Possible: 23

Retention Points Earned: 19 Retention Points Possible: 23

Delayed Graduation Points: 0

Lost Eligibility (4)
Did not graduate (1)
Ineligible (2)
Graduated, Ineligible (1)

Lost Retention (4)
Did not graduate (1)
Transfer/ left (3)

Page 1 of 1

2 of 8 - Did not graduate

Overall APR - University of Toledo - Men's Basketball 2006 - 2007 (Submitted on: 2008-10-27 21:13:21.0)

Student Athlete	Fall		Spring		Points Earned/ Points Possible	
	Elig	Ret	Elig	Ret		Reason Not Retained
Amos, Jonathan	Yes	Yes	Yes	Yes	4 / 4	
Charalambous, Haris	Yes	Allowable Exclusion			1 / 1	
Howell, Keonta	Yes	Yes	Yes	Graduated This Term	4 / 4	
Ingram, Justin	Yes	Yes	Yes	Graduated This Term	4 / 4	
Johnson, Ridley	Yes	Yes	Yes	Yes	4 / 4	
Kent, Tyrone	Yes	Yes	Yes	Yes	4 / 4	
Payne, Kashif	Yes	Yes	Yes	Yes	4 / 4	
Pinson, Allen	Adjusted	Adjusted			0 / 0	Unknown/Other
Ross, Shane	Yes	Yes	No	Yes	3 / 4	Ineligible
Russell, Rashay	Yes	Yes	Yes	Graduated This Term	4 / 4	
Valencia, Florentino	Yes	Yes	No	No	2 / 4	Left institution by choice (Known NOT to transfer) - Professional Athletics EE, did not graduate
Young, Jerrah	Yes	Yes	Yes	Graduated This Term	4 / 4	

Points Earned: 38 Points Possible: 41

Eligibility Points Earned: 19 Eligibility Points Possible: 21

Retention Points Earned: 19 Retention Points Possible: 20

Delayed Graduation Points: 0

Retention Points Lost (1)

Did not graduate (1)

Eligibility Points Lost (2)

Did not graduate (1)

Ineligible (1)

2 of 3 = did not graduate

Overall APR - University of Toledo - Men's Basketball 2005 - 2006 (Submitted on: 2006-10-25 16:46:28.0)

Student Athlete	Fall		Spring		Points Earned/ Points Possible	
	Elig	Ret	Elig	Ret		Reason Not Retained
Amos, Jonathan	Yes	Yes	Yes	Yes	4 / 4	
Charalambous, Haris	Yes	Yes	Yes	Yes	4 / 4	
Currie, Anton	Yes	Yes	Yes	Graduated This Term	4 / 4	
Howell, Keonta	Yes	Yes	Yes	Yes	4 / 4	
Ingram, Justin	Yes	Yes	Yes	Yes	4 / 4	
Johnson, Ridley	Yes	Yes	Yes	Yes	4 / 4	
Kent, Tyrone	Yes	Yes	Yes	Yes	4 / 4	
Milson, Kareem	Yes	Yes	Yes	Graduated This Term	4 / 4	
Payne, Kashif	Yes	Yes	Yes	Yes	4 / 4	
Pinson, Allen	Yes	Yes	Yes	Yes	4 / 4	
Russell, Rashay	Yes	Yes	Yes	Yes	4 / 4	
Valencia, Florentino	Yes	Yes	Yes	Yes	4 / 4	
Villegas, Samuel	Yes	Yes	Yes	Graduated This Term	4 / 4	
Young, Jerrah	Yes	Yes	Yes	Yes	4 / 4	

Points Earned: 56 Points Possible: 56

Eligibility Points Earned: 28 Eligibility Points Possible: 28

Retention Points Earned: 28 Retention Points Possible: 28

Delayed Graduation Points: 0

PROJECTED MEN'S BASKETBALL APR 2009-10

	BEST CASE			WORST CASE		
Student	Earned	Possible		Earned	Possible	0/2
Albrecht	1	2	Enrolled at JC- does not qualify for 2.600 exception.	1	2	
Anyijong	4	4		4	4	
Barnett	4	4		4	4	
Bastfield	4	4		4	4	
Dressler	4	4		4	4	
Freelove	4	4		4	4	
Griffin	4	4		4	4	
Humes	4	4		4	4	
Johnson	0	2	Ineligible, not enrolled for spring.	0	2	
Lo	4	4		4	4	
Russell	4	4		4	4	
Salter	4	4		4	4	
Taylor	4	4		4	4	
Watson	4	4		4	4	
2009-10	49	52	0.942	49	52	0.942
Plus Ones						
2006-07	38	41	0.927	38	41	0.927
2007-08	38	46	0.826	38	46	0.826
2008-09	39	48	0.813	39	48	0.813
Bonus						
4-year APR:	164	187	0.877	164	187	0.877

Contemporaneous Penalties

Cannot replace student-athlete with eligibility remaining that leaves the program and is ineligible.

Historical Penalties Status:

The overall APR score will trigger first occasion historical penalties (warning letter). An academic recovery plan will be required.

Contemporaneous Penalties

Sterling (applied to 2009-10)

Tubbs (could be applied to 2010-11, pending APR waiver)

	BEST CASE		WORST CASE		
Student	Earned	Possible	Earned	Possible	0/2

PROJECTED MEN'S BASKETBALL APR 2012-13

	BEST CASE			WORST CASE		
Student	Earned	Possible		Earned	Possible	0/2
Buckley	4	4		4	4	
Dear	4	4		4	4	
Griffin	4	4		4	4	
Holliday	4	4		4	4	
Humes	4	4		4	4	
Pearson	4	4		4	4	
Smith	4	4		4	4	
Thomas	4	4		4	4	
2011-12 Initial Counter	4	4		4	4	
2011-12 Initial Counter	4	4		4	4	
2011-12 Initial Counter	4	4		4	4	
2011-12 Initial Counter	4	4		4	4	
2011-12 Initial Counter	4	4		4	4	
2011-12	**52**	**52**	**1.000**	**52**	**52**	**1.000**
Plus Ones						
2009-10	**42**	**48**	**0.875**	**42**	**48**	**0.875**
2010-11	**51**	**51**	**1.000**	**51**	**52**	**0.981**
2011-12	**60**	**60**	**1.000**	**60**	**60**	**1.000**
Bonus						
4-year APR:	**94**	**100**	**0.940**	**94**	**100**	**0.940**

TOD KOWALCZYK'S CAREER APR

8 YEAR TRACK RECORD AS HEAD COACH AT UWGB

APR BY YEAR

02/03=	39/41=	951
03/04=	44/48=	917
04/05=	45/47=	957
05/06=	49/50=	980
06/07=	48/49=	980
07/08=	53/56=	946
08/09=	45/47=	957
09/10=	54/54=	100

4 YEAR TOTAL = 971

- OUR APR WILL BECOME A SENSE OF PROGRAM AND INSTITUTIONAL SENSE OF PRIDE!
- AT GB WE HAD THE 2ND BEST APR IN THE HORIZON LEAGUE AND TOP 15% NATIONALLY.
- IN MEN'S DIVISION 1 COLLEGE BASKETBALL OVER 30% OF PLAYERS TRANSFER NATIONALLY...continues to be a problem nationally and has not improved. Our retention rate at UWGB was 85% over 8 years (institutionally at UWGB the student retention rate was 75%).
- OUR GRADUATION RATE WAS 100% OVER 8 YEARS!

ATHLETIC FINANCIAL AID GUIDELINES

For student-athletes who are entering their final academic year prior to graduation.

The University of Toledo provides financial assistance to scholarship student-athletes who maintain progress toward degree and graduate within five years of initial full time enrollment. Please review the guidelines listed below. It is important for you to understand the standards you must meet in order to continue to receive athletic aid during the subsequent spring semester and in any future semesters for which you may be eligible to receive athletic aid.

---

1. This document serves as a written contract that all student-athletes in this category must read, understand and sign. Explanation of the contract will take place in a scheduled meeting during the fall semester prior to the end of the student-athlete's final season in his/her respective sport.
2. Athletic aid will be awarded at the level of monetary assistance the student-athlete received prior to the completion of his/her eligibility.
3. Funded senior student-athletes will be expected to make arrangements with their academic coordinator to report their progress at regular intervals throughout their final year.
4. **Any funded student-athlete who drops or withdraws from a course or receives an instructor withdrawal, and falls below 12 hours may cease to receive athletic aid for the remainder of the semester and in future semesters (if applicable).**
5. It is expected that all senior student-athletes will be working toward the goal of earning their degree in a timely manner. To ensure you are meeting your academic obligations, we will communicate with faculty to monitor your progress in school. Failure to attend or meet the instructor's expectations can jeopardize the continuation of your athletic aid.

CONTRACT

I, Mouhamed MLO, will take 34 credit(s) during the 2010-11 academic year. **It is my responsibility to pass all of these classes, meaning no failing grades, withdrawals or instructor withdrawals.** ***If I fail to attend, make adequate progress in my classes, withdraw from a class, or receive an "instructor withdrawal", I understand that my athletic aid may be terminated immediately. NCAA legislation allows for the cancellation or reduction of athletic aid for academic reasons.***

Signed:

Student-Athlete

Academic Advisor

Date 11/5/10

Welcome to the 2011 Student-Athlete Orientation

The University of Toledo

Academic Athletics Support Staff

Brian Lutz – *Associate Athletics Director for Compliance/Internal Audit*

Tammy Kneisley – *Scholarship Coordinator*

Rocket Academic Center Staff

Drew Scales– *Assistant Athletics Director For Academics and Student Life*

Sue Irmen – *NCAA Student-Athlete Affairs Administrator/Academic Coordinator*

Stacy Bowers – *Academic Coordinator*

Laura Johnson – *Learning Specialist*

The University of Toledo's Student-Athletes

16 Sports

Baseball, Men's Basketball, Women's Basketball, Men's Cross Country, Women's Cross Country, Football, Men's Golf, Women's Golf, Women's Soccer, Softball, Women's Swimming & Diving, Men's Tennis, Women's Tennis, Women's Track & Field, Women's Volleyball

350 Student-Athletes

Academic Support Services

- **Targeting** – an organized time management program to facilitate the transition from high school to college
- **Tutoring** – one-on-one, personalized strategies to meet each student-athlete's needs
- **Study Table** – minimum of six hours per week
- **Priority Course Registration** – advising process through academic program; earliest opportunity to enroll in courses for future semesters
- **Student-Athlete Affairs** – NCAA sponsored program designed to prepare student-athletes for life after graduation

NCAA Student-Athlete Affairs

- NCAA established in 1991 for all member institutions to implement on their campuses
- Supported nationally through the promotional and financial efforts of the NCAA Foundation and the Division I-A Athletic Directors' Association
- Five components:
  - *Academic Achievement and Recognition*
  - *Athletic Accomplishment*
  - *Personal Development*
  - *Career Development - AfterSport*
  - *Community Service – Rockets 'Round Town*

A Typical Week for a Student-Athlete

- 15 hours of attending class
- 30 hours of studying outside of class
- 20 hours of practice
- 56 hours of sleeping (8 hours a night)
- 21 hours of personal needs (eating, showering, grooming)
- 21 hours of sport related time (travel time, training room, etc.)

163 TOTAL….*there are only 168 hours in a week*

Eligibility and Compliance

- 24 completed hours in academic program after first year
- 18 completed hours every academic year (fall/spring) thereafter
- 1.8 GPA minimum after the first year
- 6 hours completed every term in designated academic program (9 during fall semester in football)
- 12 hours minimum enrollment all semester
- 40% of degree/declaration of major by August 2013
- Communicate ANY changes of schedule to Academic Advisor in Athletics

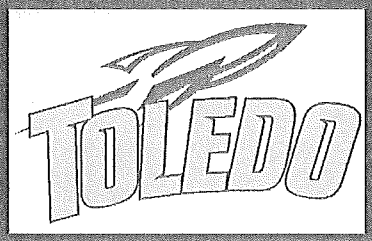
Other NCAA Rules

- **Extra Benefits**- Student-athletes may only receive benefits and expenses from the institution (incidental to participation) and relatives/legal guardians.
- **Practice Limitations**- During the playing season, 20 hours per week, four hours per day with one day off. Outside the playing season, eight hours per week, two hours per day with two days off.
- **Awards**- Participation awards issued by the athletics department may not be sold or exchanged for any item or service.
- **Sports Wagering**- Student-athletes shall not:
  - Provide information to individuals involved in organized gambling activities concerning intercollegiate athletics competition;
  - Solicit a bet on any intercollegiate team;
  - Accept a bet on any team representing the institution;
  - Solicit or accept a bet on any intercollegiate competition for any item (e.g., cash, shirt, dinner) that has tangible value.

Scholarship Points of Emphasis

- Scholarships
- Housing
- Meal Plans
- Books
- Electronic Billing
- Health Insurance
- Parking

Questions?



Academic Standards

- To be eligible to compete, you must:
  - Have been admitted as a regularly enrolled, degree seeking student;
  - Be in good academic standing; and
  - Be enrolled in at least a minimum full-time baccalaureate degree program (not less than 12 semester hours) and maintain satisfactory progress toward that degree, be enrolled in a full-time graduate or professional degree program (not less than 12 semester hours) or be enrolled and seeking a second baccalaureate degree at your institution.
  - Only student-athletes enrolled in their final semester may practice and compete while enrolled in less than 12 hours (need letter from college advisor)

Continuing Eligibility

- Entering third semester– 18 hours completed during previous two full-time semesters; 24 total hours completed; 1.800 cumulative GPA; six hours each semester (nine for football during the fall semester)
- Entering fifth semester– 18 hours completed during previous two full-time semesters; 1.900 cumulative GPA; six hours each semester; 40% of degree completed

Continuing Eligibility, cont.

- Entering seventh semester– 18 hours completed during previous two full-time semesters; 2.000 cumulative GPA; six hours completed each semester; 60% of degree completed
- Entering ninth semester– 18 hours completed during two previous full-time semesters; 2.000 cumulative GPA; six hours completed each semester; 80 % of degree completed

Other Regulations Concerning Eligibility

- You are not eligible to participate in more than four seasons of intercollegiate competition
- You are not eligible if five calendar years have passed from the date you first registered as a full-time student at a collegiate institution and attended your first day of classes for that term

Julius Brown Summer Bridge

Transcript Data
STUDENT INFORMATION

Name :	Julius L Brown
Birth Date:	07/15/1993
Student Type:	Continuing

Curriculum Information

Current Program

Bachelor of Arts	
College:	Gateway Programs
Major:	Undecided - QUST

***Transcript type:Unofficial Transcript is NOT Official ***

DEGREES SOUGHT OR AWARDED

Sought: Bachelor of Arts **Degree Date:**

Curriculum Information

Primary Degree

Program:	Undecided - QUST
College:	Gateway Programs
Major:	Undecided - QUST

INSTITUTION CREDIT -Top-

College:	Gateway Programs
Major:	Undecided - QUST
Student Type:	New First Time
Last Academic Standing:	Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
PSY	1010	UG	Principles of Psychology	C+	3.000	6.990	
SKLS	1150	UG	College Study SSS-Athletes	A	3.000	12.000	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	6.000	6 000	6.000	6.000	18.990	3.165
Cumulative:	6.000	6.000	6.000	6 000	18 990	3.165

Unofficial Transcript

TRANSCRIPT TOTALS (UNDERGRADUATE) -Top-

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Total Institution:	6 000	6.000	6.000	6.000	18.990	3 165
Total Transfer:	0 000	0.000	0.000	0 000	0.000	0.000
Overall:	6.000	6.000	6 000	6.000	18.990	3.165

Unofficial Transcript

COURSES IN PROGRESS -Top-

College: Gateway Programs

Student Type:			Continuing	
Subject	Course	Level	Title	Credit Hours
AL	1120	UG	Career & Self-Evaluation	2.000
ENGL	1100	UG	Composition I With Workshop	5 000
MATH	0950	UG	Elementary Algebra II	4.000
SOC	1010	UG	Introduction To Sociology	3.000

Unofficial
Transcript

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RELEASE: 8.1

Ryan Majerle Summer Bridge

Search | Go RETURN TO MENU | SITE MAP | HELP

Student Academic Transcript

R00001154 Brian W. Lutz
Oct 12, 2011 02:28 pm

This is not an official transcript. Courses which are in progress may also be included on this transcript.

Information for Ryan S. Majerle

Institution Credit Transcript Totals Courses in Progress

Transcript Data
STUDENT INFORMATION

* Name :	Ryan S. Majerle
Birth Date:	09/06/1992
Student Type:	Continuing

Curriculum Information

Current Program

BS in Exercise Science	
College:	Coll of Hlth Sci and Hum Serv
Major:	Exercise Science
Major Concentration:	Exercise Physiology

***Transcript type:Unofficial Transcript is NOT Official ***

DEGREES SOUGHT OR AWARDED

Sought:	Bachelor of Education	Degree Date:	

Curriculum Information

Primary Degree

Program:	BE in Adol and Young Adult Ed
College:	Judith Herb Coll of Education
Major:	Adolescent and Young Adult Ed
Major Concentration:	Integrated Mathematics

INSTITUTION CREDIT -Top-

College:	Judith Herb Coll of Education
Major:	Adolescent and Young Adult Ed
Student Type:	New First Time
Last Academic Standing:	Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
PSY	1010	UG	Principles of Psychology	B+	3.000	9.990	
SKLS	1150	UG	College Study SSS-Athletes	A	3.000	12.000	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	6.000	6.000	6.000	6 000	21.990	3.665
Cumulative:	6 000	6.000	6.000	6.000	21.990	3.665

Unofficial
Transcript

TRANSCRIPT TOTALS (UNDERGRADUATE) -Top-

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Total Institution:	6.000	6.000	6.000	6.000	21.990	3.665
Total Transfer:	0.000	0.000	0.000	0.000	0.000	0.000
Overall:	6.000	6.000	6.000	6.000	21.990	3.665

Unofficial
Transcript

COURSES IN PROGRESS -Top-

College:	Judith Herb Coll of Education
Major:	Adolescent and Young Adult Ed
Student Type:	Continuing

Subject	Course	Level	Title	Credit Hours
ANTH	2800	UG	Cultural Anthropology	3.000
ENGL	1110	UG	College Composition I	3.000
ETPT	2020	UG	Technology And Multimedia In Educational Environments	3 000
MATH	1830	UG	Calculus I For Mathematicians, Scientists And Educators	4.000
MATH	1980	UG	Trigonmetry Review	1.000

Unofficial
Transcript

College:	Coll of Hlth Sci and Hum Serv
Major:	Exercise Science
Student Type:	Continuing

Subject	Course	Level	Title	Credit Hours
BIOL	2150	UG	Fundamentals Of Life Science I: Diversity Of Life, Evolution And Adaptation	4.000
BIOL	2160	UG	Fundamentals Of Life Science Laboratory I	1.000
BMGT	2700	UG	Managing Diversity In The Workplace	3.000
CHEM	1090	UG	Elementary Chemistry	3 000
ENGL	2950	UG	Science And Technical Report Writing	3.000
KINE	1700	UG	Introduction To Exercise Science	2 000

Unofficial
Transcript

RELEASE: 8.1

A.J. Mathew Summer Bridge

Transcript Data
STUDENT INFORMATION

Name :	Alexander J. Mathew
Birth Date:	12/08/1992
Student Type:	Continuing

Curriculum Information

Current Program

Bachelor of Business Admin	
College:	College of Business Admin
Major:	Pre-Business

***Transcript type:Unofficial Transcript is NOT Official ***

DEGREES SOUGHT OR AWARDED

Sought: Bachelor of Business Admin **Degree Date:**

Curriculum Information

Primary Degree

Program:	BBA in Pre-Business
College:	College of Business Admin
Major:	Pre-Business

INSTITUTION CREDIT -Top-

College:	College of Business Admin
Major:	Pre-Business
Student Type:	New First Time
Last Academic Standing:	Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
PSY	1010	UG	Principles of Psychology	B	3.000	9.000	
SKLS	1150	UG	College Study SSS-Athletes	A	3.000	12.000	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	6.000	6.000	6.000	6 000	21.000	3.500
Cumulative:	6.000	6.000	6.000	6 000	21.000	3.500

Unofficial Transcript

TRANSCRIPT TOTALS (UNDERGRADUATE) -Top-

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Total Institution:	6.000	6.000	6 000	6 000	21 000	3.500
Total Transfer:	0.000	0.000	0.000	0.000	0.000	0.000
Overall:	6 000	6.000	6.000	6.000	21.000	3.500

Unofficial Transcript

COURSES IN PROGRESS -Top-

Major:			Pre-Business	
Student Type:			Continuing	
Subject	Course	Level	Title	Credit Hours
BUAD	1000	UG	Orientation For Business Students	1.000
BUAD	1010	UG	Introduction To Business	3.000
BUAD	1020	UG	Micro-Computer Applications In Business	3.000
ECON	1150	UG	Principles Of Macroeconomics	3.000
ENGL	1110	UG	College Composition I	3.000
MATH	1260	UG	Calculus For Business With Applications I	3.000

Unofficial
Transcript

College:			College of Business Admin	
Major:			Pre-Business	
Student Type:			Continuing	
Subject	Course	Level	Title	Credit Hours
ACTG	1040	UG	Principles Of Financial Accounting	3.000
BMGT	2700	UG	Managing Diversity In The Workplace	3.000
ECON	1200	UG	Principles Of Microeconomics	3.000
ENGL	2960	UG	Organizational Report Writing	3.000
MATH	1270	UG	Calculus For Business With Applications II	3 000

Unofficial
Transcript

RELEASE: 8.1

Justin Moss Summer Bridge

Transcript Data
STUDENT INFORMATION

Name :	Justin Moss
Birth Date:	06/19/1993
Student Type:	Continuing

Curriculum Information

Current Program

Bachelor of Arts	
College:	Gateway Programs
Major:	Undecided - QUST

***Transcript type:Unofficial Transcript is NOT Official ***

DEGREES SOUGHT OR AWARDED

Sought: Bachelor of Arts **Degree Date:**

Curriculum Information

Primary Degree

Program:	Undecided - QUST
College:	Gateway Programs
Major:	Undecided - QUST

INSTITUTION CREDIT -Top-

College:	Gateway Programs
Major:	Undecided - QUST
Student Type:	New First Time
Last Academic Standing:	Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
PSY	1010	UG	Principles of Psychology	C+	3.000	6 990	
SKLS	1150	UG	College Study SSS-Athletes	A	3.000	12.000	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	6.000	6.000	6 000	6.000	18.990	3.165
Cumulative:	6.000	6.000	6.000	6.000	18.990	3 165

Unofficial Transcript

TRANSCRIPT TOTALS (UNDERGRADUATE) -Top-

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Total Institution:	6.000	6.000	6.000	6.000	18.990	3.165
Total Transfer:	0.000	0.000	0.000	0.000	0.000	0.000
Overall:	6.000	6.000	6.000	6 000	18.990	3.165

Unofficial Transcript

COURSES IN PROGRESS -Top-

College: Gateway Programs

Student Type:			Continuing	
Subject	Course	Level	Title	Credit Hours
AL	1120	UG	Career & Self-Evaluation	2.000
ANTH	2800	UG	Cultural Anthropology	3.000
ENGL	1100	UG	Composition I With Workshop	5.000
MATH	1190	UG	Math Modeling Study Skills	1.000
MATH	1200	UG	MATHEMATICAL MODELING AND PROBLEM SOLVING	4.000

Unofficial
Transcript

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RELEASE: 8.1

2011 INITIAL ELIGIBILITY WORKSHEET

AJ MATHEW

UNITS	15.0		MINIMUM TEST SCORE NEEDED BASED ON GPA	
QUALITY POINTS	54.0		SAT	400
GPA	3.600	88	ACT	37

ENGLISH

4 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ENGLISH 9-1	A	0.5	2
ENGLISH 9-2	A	0.5	2
HUMANITIES/AFR. AM. ENG. AC 10	A	0.5	2
HUMANITIES/AFR. AM. ENG. AC 10	A	0.5	2
LIT. AFRICAN-AMERICAN	A	0.5	2
LIT. AFRICAN-AMERICAN	A	0.5	2
ENGLISH AC	B	0.5	1.5
ENGLISH AC	NONE	0	NONE

TOTAL UNITS COMPLETED 3.5
REMAINING TOTAL UNITS NEEDED 0.5

TOTAL ENGLISH QUALITY POINTS 13.5

ADDITIONAL CORE

4 CORE UNITS NEEDED

ENGLISH, SCIENCE, MATH, FOR. LANGUAGE, NON DOC. RELIGION

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ECONOMICS	A	0.5	2
US GOVERNMENT	A	0.5	2
CONCEPTUAL PHYSICS	A	0.5	2
CONCEPTUAL PHYSICS	NONE	0	NONE
SPANISH 1 S1	A	0.5	2
SPANISH 1 S2	B	0.5	1.5
SPANISH 2	A	0.5	2
SPANISH 2	A	0.5	2

TOTAL UNITS COMPLETED 3.5
REMAINING TOTAL UNITS NEEDED 0.5

TOTAL ADD. CORE QUALITY POINTS 13.5

MATHEMATICS

3 CORE UNITS NEEDED

3 YEARS AT THE LEVEL OF ALGEBRA 1 OR HIGHER

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ALGEBRA 1A	B	0.5	1.5
ALGEBRA 1A	C	0.5	1
GEOMETRY	A	0.5	2
GEOMETRY	A	0.5	2
ALGEBRA 2	A	0.5	2
ALGEBRA 2	B	0.5	1.5

TOTAL UNITS COMPLETED 3.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL MATH QUALITY POINTS 10.0

ADDITIONAL

1 CORE UNITS NEEDED

MUST BE MATH, ENGLISH, OR NATURAL/PHYS SCIENCE

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
CHEMISTRY	A	0.5	2
CHEMISTRY	B	0.5	1.5

TOTAL UNITS COMPLETED 1.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 3.5

NATURAL / PHYSICAL

2 CORE UNITS NEEDED

SCIENCE, INCLUDING ONE LAB COURSE IF OFFERED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
BIOLOGY 1	C	0.5	1
BIOLOGY 2	B	0.5	1.5
EARTH SCIENCE	A	0.5	2
EARTH SCIENCE	A	0.5	2

TOTAL UNITS COMPLETED 2.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 6.5

SOCIAL SCIENCE

2 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
WORLD HISTORY/GEOGRAPHY	B	0.5	1.5
WORLD HISTORY/GEOGRAPHY	B	0.5	1.5
HUMANITIES/AFR. AM. HIST. AC 10	A	0.5	2
HUMANITIES/AFR. AM. HIST. AC 10	A	0.5	2

TOTAL UNITS COMPLETED 2.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 7.0

TOLEDO BASKETBALL ACADEMIC PHILOSOPHY

"As a Coach, my academic philosophy is very simple. I want to recruit student-athletes who have the ability to be successful, both on the basketball court and in the classroom. There is no question in my mind that the role of a college basketball coach is to be an educator first. Obviously, my main priority is to see that each student athlete graduates with a degree that will put him on track toward his long-term career goals. At Green Bay, we graduated 100 percent of our basketball players who completed their eligibility.

We have a tremendous opportunity to educate each and every student-athlete so they are prepared for situations that they will encounter after they leave college. To that end, we will implement a weekly personal improvement program that will cover areas such as time management, stress management, budgeting and check writing, and responsibilities of being a role model."

-Head Coach Tod Kowalczyk

Recruiting

We will recruit:

1) Good Guys
2) From Good Families
3) Who Understand the Value of a College Degree

A great deal of academic success is determined by WHO we bring in as a program. We will recruit student-athletes who understand the true meaning of the term. We believe that bringing in students who are capable of doing the work and those who value a college degree are best suited for academic success.

Structure

We will provide a disciplined and structured academic support program from freshman orientation to graduation and beyond.

It will include:

a. Academic and career counseling
b. Mandatory study hall
c. Study skills development
d. Mandatory class attendance
e. Weekly academic meetings with coaching staff
f. Tutoring help

Our players will be monitored closely, not only to ensure that they are making "normal progress" toward their degree requirements, but also to show them that we care about them as students and as people.

As coaches, we have a tremendous opportunity to "educate" each and every student-athlete so that they are prepared for situations they will encounter after they leave college. To that end, we will organize a weekly "personal improvement program" that will cover areas such as:

a. Time management
b. Drug and alcohol awareness

c. Handling media interviews
d. Stress management
e. Budgeting and check-writing
f. Manners and etiquette
g. Public speaking
h. Gambling
i. Responsibilities of being a role model

Coaching Staff

Our coaching staff will be very actively involved with our student-athletes, not only on the basketball court, but off it as well. Our assistant coaches will be assigned 3-4 student-athletes based on relationships, academic needs or best fit. The assistant coach responsibilities towards academics are:

a. To be a liaison with the Academic Advisor
b. To coordinate class scheduling and degree requirements
c. To establish weekly meetings to monitor progress
d. To guide student-athletes to available and appropriate help along with the Academic Advisor.
e. To organize and supervise study hall and tutoring

Each assistant coach will have a binder made up solely for academics. This binder will include a tab for each student-athlete they are responsible for. At the beginning of each term, the assistant coach will go through all student-athlete syllabi and write in when every test, assignment, or other activity is for the entire semester. Throughout the semester, the assistant coach and student-athlete will meet on a weekly basis to monitor progress, update grades and update student-athlete academic schedule. Being able to identify academic issues in the first weeks or the semester or immediately when they occur allows a student to recover. Identifying issues in the final weeks of the semester is nearly impossible to recover from.

In addition to the academic support program that we will provide, I believe that the lessons learned on the basketball court, such as teamwork, hard work, competition, discipline, and sacrifice, will be a very valuable educational experience when our student-athletes have to "compete" in the "real world."

Advisors

In addition to having an assistant coach in charge of overseeing every student-athletes academics, they will have an academic advisor through the athletic department and an advisor in their major program.

The academic advisor through the athletic department is responsible for three things:

1) Communicate with Professors
2) Oversee Study Table Program
3) Assist with Class Scheduling

The advisor from the college will assist with class scheduling, progress toward degree and any issues that come up with their college or major program.

Expectations

We expect and demand a great deal from our student-athletes in the classroom. If a person is capable of being a 3.5 student, we will expect that and more. At the same time, not everyone is a 4.0 student and we will level our expectations with their abilities and maintain a constant evaluation of each students progress and alter expectations accordingly.

Study Tables and Tutoring

Study Tables is a great benefit to our student-athletes. For our program, study tables hours are set for all Freshman in the Fall at 10 hours. From that point, any student-athlete can earn more hours or earn less hours depending on their in-class performance. It is not out of the question for a student to have zero hours in the Spring if they do well in the Fall.

Our tutoring center is great for our athletes. They are able to receive help in any class at nearly any time. Tutoring is not solely for guys struggling in classes. We use tutoring at the beginning of the semester for classes that our student-athletes may struggle in or for a student who wants to improve upon an already solid grade in a course. The assistant coach, student-athlete and academic advisor work together to determine a set amount of hours for that student-athlete per term.

Classroom

Attendance is mandatory for all classes. Students are required to sit in the front two rows of the classroom at all times. Assistant coaches check classes everyday to ensure students are in class and in the first two rows.

One Hundred Sixty Strong

2010 TOLEDO 2011

The University of Toledo's Scholar-Ballers®

All Scholar-Ballers® have earned a cumulative GPA of 3.0 or higher

Baseball
Joseph Corfman
Matthew Delewski
Anthony DeMarco
Chris Dudics
Jason Edwards
Tyler Grogg
Benjamin Hammer
Daniel Kelbach
Mark Lapikas
Jared Locke
Andy Mix
Alex Radon
Lincoln Rassi
Matt Zahel

Men's Basketball
Hayden Humes
Drew Rodriguez
Kevin Rohner
Devin Russell
Jay Shunnar

Women's Basketball
Melissa Goodall
Courtney Ingersoll
Haylie Linn
Riley McCormick
Yolando Richardson
Naama Shafir
Lecretia Smith

Men's Cross Country
Elisha Kipchumba
Joel Kozlesky
Michael Smith

Women's Cross Country
Lei Bornhorst
Audra Brown
Joni Camp
Megan Chambers
Liza Cholin
Samantha Condron
Hannah Evans
Alexandera Fisher
Maureen Gibbs
Richelle Gray
Emma Kertesz
Amanda Mannon
Karen Sovacool
Kristal Studer
Dagna Sztykiel
Lindsey Toussant

Football
Byron Best
Brett Brodbeck
Erik Carlson
Ryan Casano
Tim Cortazzo
Austin Dantin
James Davidson
Fadi Farha
Olatunji Fatinikun
Ethan Kagy
Henry Keighley
Zachary Kerin
Kevin Kowalski
Andrew Lindeman
Michael Mathews
Colin McHugh
Daniel Molls
Eric Page
John Penza
Alex Pettee
Benjamin Pike
Malcolm Riley
Mark Singer
Christian Smith
Jared Strait
Mike Vandermeulen
Matthew Wall

Men's Golf
Josh Agin
Matt Fuller
Jonathan Kim
Jean-Hubert Trahan

Women's Golf
Emily Hardcastle
Kathryn Hoops
Michelle Hui
Allison Schultz
Kaitlyn VanGunten

Soccer
Lauren Baker
Megan Blake
Sarah Blake
Danielle Case
Erin Flynn
Natalia Gaitan
Brittany Hensler
Torrie Klier
Rachael Kravitz
Danielle Leblang
Kristen Lynn
Kristen Mattei
Jaimie Morsillo
Alyssa Niese
Anastasia Reynolds
Angela Righeimer
Blair Sorg
Victoria Traven

Softball
Keri Gallagher
Brook Gates
Rebecca Heimbigner
Melissa Rons
Jillian Spink
Shana Szypka
Lindsey Tobias
Samantha Toy
Erinn Wright
Whitney Young

Women's Swimming/ Diving
Kristen Clemmons
Jacy Dyer
Megan Friedli
Carly Harter
Laura Heckroth
Katie Jackson
Claire Leichty
Nicole Schropp
Kirsten Smith
Louise Smyth
Gillian Staudt
Amanda Thompson
Elizabeth Willis
Leslee Winfield

Men's Tennis
Sven Burus
Bryant Dudzik
Gursher Harika
Knott Likitkumchorn
Leo Sarria
Terrance Weigand

Women's Tennis
Ashley Frey

Women's Track/Field
Antalesha Ballard
Kaitlynne Bollin
Lei Bornhorst
Audra Brown
Joni Camp
Megan Chambers
Liza Cholin
Samantha Condron
Hannah Evans
Alexandera Fisher
Maureen Gibbs
Richelle Gray
Danielle Jacoby
Huijun Jing
Emma Kertesz
Ksenia Kriatchkova
Amanda Mannon
Emily Nadolny
Julie Snyder
Karen Sovacool
Kristal Studer
Dagna Sztykiel
Lindsey Toussant

Volleyball
Bailey Blank
Amber DeWeerdt
Bethany Irwin
Cassie Kleespies
Sondra Parys
McCall Paynter
Katie Westerfeld

Commitment to Academics

The Scholar-Baller® movement began in 1995. Founder, Dr. C. Keith Harrison, coined the term and piloted the program with Jean Boyd at Arizona State University in 2001. The University of Toledo joined the Scholar-Baller® family in October of 2007. The CHAMPS/Life Skills program is proud to support this partnership under it's "Commitment to Academics". Scholar-Ballers® were awarded with a embroidered patch to show that they are a part of the Scholar-Baller® Program. Helmet Stickers, with the Scholar-Baller® logo, are also on the helmets of all UT Scholar-Baller® football players.

A Scholar-Baller® is an individual who has attained a cumulative G.P.A. of at least a 3.0 and possesses academic and athletic prowess. Qualities of a Scholar-Baller® include the willingness to accept challenges of balancing academics and athletics, the tenacity never to give up when faced with social obstacles, and a commitment to lifelong learning and intellectual development of the mind and body.

Academic Performance Committee
October 11, 2011
Savage Arena
Fourth Floor Conference Room

Agenda

I. Presentation of 2010-11 preliminary APR report

II. Review men's basketball 2010-11 APR data
   A. Identify points lost.

III. APR penalty summary
   A. Occasion three penalties.
      1. Postseason restriction.
      2. Scholarships (5% of four-year average).
      3. Playing and practice (16 hours per week supplemented with four hours of study table.

IV. Projected men's basketball APR through 2013-14

V. Academic recovery plan
   A. Was plan implemented?

VI. APR Timeline
   A. Data submission before sixth week of classes (October 3, 2011).
      1. Reports sent to coaches for review.
   B. Corrections submitted 14 days after data submission (October 17, 2011).
   C. Adjustment waivers submitted after corrections phase (October 31, 2011).
   D. Penalty waivers filed in November.
   E. APR penalty waiver in-person hearing in 2012 (January or February).

MINUTES FROM ACADEMIC PERFORMANCE COMMITTEE
OCTOBER

Present: Tod Kowalczyk; Brian Lutz; Sue Irmen, Celia Regimbal, Sharon Standifer

1. Submitted preliminary reports to Head Coaches to certify the APR
    a. Multi-year APR utilized by the NCAA
    b. Men's Basketball is improving
    c. May 1- National APR release
2. Men's Basketball
    a. Received bonus point for Valencia
    b. Bringing back Ridley Johnson
        i. While Ridley has had several chances to get his degree done in the past we are giving him one more given the APR help it could present.
        ii. Good bonus point
    c. Students that come back have a largely positive APR effect
        i. SUE- Sharon and her may go back and see who we could have come back
        ii. TOD- unfortunate we have to spend all this money to clean up the mess
        iii. CELIA- check and see if old students finished degree elsewhere to improve APR.
    d. MBB Lost APR points
        i. Malcolm Griffin transferred and was ineligible
        ii. Jonathan Thomas transferred
        iii. TOD- didn't recruit these kids but take a hit to APR without really any control.
    e. Historical Penalties Progression
        i. HP I
        ii. HP II
        iii. HP III – postseason, practice, scholarships
    f. APR Projections with 4 year APR
        i. 2011-2012 – 913
        ii. 2012-2013 – 959
        iii. 2013-2014 – 966
        iv. TOD- this really isn't an institutional problem, given success in every sport, but a problem with the two head coaches prior. It is about recruiting better quality kids. Bad apples can happen in the future anywhere, but we are now really doing our homework to get better quality kids. If the postseason is not a possibility that we may not have a chance to build a program.
        v. BRIAN- NCAA presidents met to impose a postseason ban for schools that do not meet a 930 APR standard and given the lag in the 4 year APR we will be close.
        vi. TOD- I am a big believer in APR but the process needs to be sped up, the implementation penalizes the people that were not the problem. If poor APR can now follow a Coach from job to job then why can't positive APR follow a coach from school to school.

3. Improvement Plan
    a. Degree completion contract
        i. Condition financial aid
    b. Academic monitoring progress towards degree
        i. Freshman- mandatory 10 hours a week study table
        ii. Scholar Ballers program as an incentive.
    c. Monitoring progress towards graduation
        i. SHARON- there is a campus-wide program in place that can be expanded to athletics
        ii. Mid-term grades now viewable
    d. Evaluation of Freshman/ Transfer initial eligibility
        i. TOD- I will not recruit NON-QUALIFIERS or kids that go to Junior college with initial eligibility issues.

APR Improvement Plan Signature Page

Member Institution: University of Toledo

Name: Brian Lutz

Phone: (419) 530-8496

Email: brian.lutz@utoledo.edu

The Institution's chancellor/president must approve the NCAA Division I Academic Performance Program (APP) APR Improvement Plan. By signing this document the Institution is asserting that the Improvement plan has the commitment and financial support of the Institution.

Lloyd A. Jim

Signature of President/Chancellor

1/30/12

Date

EVALUATION OF EXIT INTERVIEW QUESTIONNAIRES, 2010-11 ACADEMIC YEAR

LAST	FIRST	YEAR	FINAL SEMESTER	ATTEND UT AGAIN?	OVERALL EXPERIENCE	ACADEMIC EXPERIENCE	ATHLETIC EXPERIENCE	AREA(S) OF IMPROVEMENT	ACADEMIC SERVICES
[redacted]				No.	Many ups and downs and if I could do it over again I would change a lot of things.	Somewhat achieved academic goals.	It was a great learning experience but my second year was honestly better.	No comment.	No comments on academic support services.
[redacted]				**Did not complete exit questionnaire.**					
[redacted]				Yes. It is a great place to be and everyone is polite and respectful.	Wonderful professors, excellent facilities.	Helped out tremendously through Rocket Academic Center. Study table helped me understand what student-athlete meant.	Never had an opportunity to reach athletic goals, never felt like a part of the program. Could have developed a little better; just needed work.	Couldn't say.	Every time I went to academic services for help, the academic services staff was right on it to assist.
[redacted]				No. Too far from home.	Different, but learned a lot.	Somewhat achieved academic goals.	Pretty rough athletic experience (injured).	Not sure.	Study table is a strength.

MEN'S BASKETBALL ACADEMIC PENALTY STRUCTURE

MISSED CLASSES

1ST OFFENSE: INDIVIDUAL RUNS

2ND OFFENSE: TEAM RUNS

3RD OFFENSE: INDIVIDUAL SUSPENDED FROM 1 GAME

In the Fall of 2011, Sophomore DeLino Dear missed three classes within a two week period. One class was caught by our assistant coaches checking in on him. The other two were reported by his professors in quarterly academic reports submitted to Academic Advisor Sue Irmen. On the 1st offense, DeLino was brought in a 6 am after returning late from a road trip the night before to run by himself. On the 2nd offense, the entire team was brought in and required to run 10 22's (2 lengths of floor in 22 seconds) for his transgression. On the 3rd offense, DeLino was suspended from the January 3, 2012 contest versus Indiana-Northwest.

We have not had any other students get past their 1st offense in the Fall of 2011 or early Spring 2012.

MISSED STUDY TABLES

1ST OFFENSE: INDIVIDUAL RUNS

2ND OFFENSE: TEAM RUNS

3RD OFFENSE: INDIVIDUAL SUSPENDED FROM 1 GAME

Curtis Dennis missed required study tables hours in two consecutive weeks in the Fall semester of 2011. On the 1st offense, Curtis was brought in a 6 am the day after the study tables report was visible to the men's basketball stuff to run by himself. On the 2nd offense, the team was required to come in at 6 am to run.

We have not had any other individuals short of study tables hours since.

Academic Performance Committee
April 8, 2011
Savage Arena
Fourth Floor Conference Room

Agenda

I. Men's Basketball APR Waiver and Appeal (APR of 858)
   A. APR Notice in November.
      1. Playing and practice penalties.
      2. Scholarship reductions.
   B. Initial waiver filed in December.
      1. Partial relief granted from playing and practice penalties.
      2. Scholarship reduction upheld.
   C. Appeal filed in February.
      1. Conference call with APR Appeals Subcommittee on 2-28-11.
      2. Decision to uphold scholarship reduction.
         a. Men's Basketball limited to 10 scholarships in 2011-12.

II. Academic Recovery Plan
   A. Focus on reasonable and attainable improvement.
      1. Project 960 individual year APR in 2010-11.
   B. Integration of Coach Kowalczyk's academic philosophy.

III. Current APR Projection for 2010-11

Academic Performance Committee Minutes
April 8, 2011 – 11:00AM
Savage Arena
Fourth Floor Conference Room

Members Present:
Brian Lutz – Associate AD for Compliance
Drew Scales – Assistant AD for Academics
Tod Kowalczyk – Head Men's Basketball Coach
Kathleen Fitzpatrick – Professor, Dept. of Applied Organizational Technology
Sharon Standifer – Registrar
Celia Regimbal – Faculty Athletics Representative
Brad Chandler – Compliance GA

Agenda

I. Men's Basketball APR Waiver and Appeal (APR of 858)
   a. APR Notice in November
      i. Playing and practice penalties
      ii. Scholarship reductions
   b. Initial waiver filed in December
      i. Partial relief granted from playing and practice penalties
      ii. Scholarship reduction upheld
   c. Appeal filed in February
      i. Conference call with APR Appeals Subcommittee on 2-28-11
      ii. Decision to uphold scholarship reduction
         1. Men's Basketball limited to 10 scholarships in 2011-12

II. Academic Recovery Plan

Big Issue regarding teachers failing to submit academic status reports for student athletes. Teachers in non-compliance fall into three categories:

- Accessibility for the teachers has become the issue
- Teachers don't realize and/or uneducated regarding importance of status/reports
- Stubborn teachers not wanting to "advantage" student-athletes

Possible ways to attack the issue:
Simplify the status form that is sent to professors. That way, minimal burden on professor and only the important/bottom line information is provided. Indicate if a "follow-up" is needed. Another possible way to attack the issue is only targeting the struggling students with follow-up communication.

   a. Focus on reasonable and attainable improvement
      i. Project 960 individual year in 2010-11

b. Integration of Coach Kowalczyk's academic philosophy

Kowalczyk: Emphasis on graduating student-athletes and finding student-athletes that truly value an education. Areas of focus include: constant contact with teachers, study hall hours, tutorial support, and working with a personal touch for at-risk student-athletes. Plans on taking maximum of one at-risk student-athlete per recruiting class

III. Current APR Projection for 2010-11

IV. Other

a. Modeled from experience at Green Bay, Coach Kowalczyk suggested reaching out to retired professors who are also fans of the basketball program for tutorial support
b. Informing professors about the importance of APR. Accomplishing this goal:
    i. In-person engagements are essential
    ii. Faculty Senate (Dr. Mary F. Powers)
    iii. Faculty meetings
    iv. Importance of grade-tracking before academic status reports are requested

APR PROJECTIONS, WITH PENALTY

2010-11 Academic Year

Counter	Earned	Possible	Notes
1	2	4	Malcolm Griffin
2	3	4	J.T. Thomas
3	3	3	Hayden Humes
4	2	2	Curtis Dennis
5	4	4	
6	4	4	
7	4	4	
8	4	4	
9	4	4	
10	1	1	Devin Russell
11	4	4	
12	4	4	
13	**0**	**0**	**Contemporaneous Penalty**
MH	3	3	Medical Hardship
CC	4	4	Coaching Change Nonparticipant

2010-11	46	49	0.939
Plus Ones	1		(Valencia)
2007-08	38	46	0.826
2008-09	39	48	0.813
2009-10	42	48	0.875
4-year APR:	166	191	0.869

Contemporaneous Penalties
Terrance Tubbs (2008-09)

2011-12 Academic Year

Counter	Earned	Possible	Notes
1	1	2	Ryan Majerle
2	3	4	
3	4	4	
4	4	4	
5	4	4	
6	4	4	
7	4	4	
8	4	4	
9	4	4	
10	4	4	
MH	4	4	Zac Taylor- Medical Hardship
MH	4	4	Justin Moss- Medical Hardship
EE	4	4	Justin Anyijong- 5th Year

2011-12	48	50	0.960
Plus Ones	1		(Valencia)
2008-09	39	48	0.813
2009-10	42	48	0.875
2010-11	46	49	0.939
4-year APR:	176	195	0.903

Contemporaneous Penalties
N/A

Historical Penalties

Level Three Historical Penalties

Note: APR for 2010-11 and 2011-12-- 949

APR PROJECTIONS, WITH PENALTY

2012-13 Academic Year

Counter	Earned	Possible	Notes
1	4	4	
2	4	4	
3	4	4	
4	4	4	
5	4	4	
6	4	4	
7	4	4	
8	4	4	
9	4	4	
10	4	4	
11	4	4	
MH	2	2	Zac Taylor- Medical Hardship
MH	4	4	Justin Moss- Medical Hardship

2012-13	50	50	1.000
Plus Ones	1		(Valencia)
2009-10	42	48	0.875
2010-11	46	49	0.939
2011-12	48	50	0.960
4-year APR:	187	197	0.949

Contemporaneous Penalties

N/A

Historical Penalties

N/A

2013-14 Academic Year

Counter	Earned	Possible	Notes
1	4	4	
2	4	4	
3	4	4	
4	4	4	
5	4	4	
6	4	4	
7	4	4	
8	4	4	
9	4	4	
10	4	4	
11	4	4	
12	4	4	
13	4	4	
MH	4	4	Justin Moss- Medical Hardship

2013-14	56	56	1.000
Plus Ones			
2010-11	46	49	0.939
2011-12	48	50	0.960
2012-13	52	52	1.000
4-year APR:	202	207	0.976

Contemporaneous Penalties

N/A

Historical Penalties

N/A

MBB ACADEMIC OUTCOMES, 2007-2011

	Last Name	First Name	Recruited By:	Admission Status	Admission Type	dmissic GPA	Initial Eligibility Status	Core GPA	Test Score	Initial UT Term	APR Points	UT Outcome	Primary Issue
1	Albrecht	Stephen	Cross	Admitted	Freshman	3.953	Final Qualifier	3.928	1170	Fall 2008	5/6	Transferred at mid-year 2009-10.	Retention
2	Amos	Jonathan	Joplin	Admission Appeal	Freshman	2.500	Final Qualifier	3.142	730	Fall 2005	8/8	Graduated spring 2009.	N/A
3	Anyijong	Justin	Joplin	Admitted	Freshman	2.650	Final Qualifier	2.142	84	Fall 2006	20/20	Continuing student.	N/A
4	Barnett	Jake	Cross	Admitted	Freshman	3.541	Final Qualifier	3.366	86	Fall 2009	3/3	Transferred after 2009-10 academic year.	Retention
5	Bastfield	Larry	Joplin	Admitted	Freshman	2.640	Final Qualifier	2.333	76	Fall 2008	7/8	Transferred after 2009-10 academic year.	Retention
6	Becklens	Paul	Joplin	Admission Appeal	Freshman	2.050	Partial IEW/Aid Only	2.464	740	Fall 2007	2/4	Transferred after 2008-09 academic year.	Eligibility
7	Bingham	Corey	Joplin	Admission Appeal	Freshman	1.610	IEW Approved	2.250	960	Fall 2007	3/4	Transferred after 2008-09 academic year.	Retention
8	Buckley	Dominique	Kowalczyk	Admitted	4-4 Transfer	2.280	Final Qualifier	2.656	70	Fall 2010	4/4	Continuing student.	N/A
9	Byrd	Anthony	Joplin	Admitted	4-4 Transfer	2.190	Final Qualifier	2.285	950	Fall 2006	2/2	Left institution following 2008-09 academic year.	N/A
10	Dear	Delino	Kowalczyk	Admitted	Freshman	2.310	Final Qualifier	2.313	83	Fall 2010	4/4	Continuing student.	N/A
11	Dennis	Curtis	Kowalczyk	Admitted	4-4 Transfer	2.690	Final Qualifier	2.285	930	Spring 2011	2/2	Continuing student.	N/A
12	Dressler	Jordan	Cross	Admitted	Freshman	3.691	Final Qualifier	3.535	102	Fall 2009	3/3	Transferred after 2009-10 academic year.	Retention
13	Freelove	Josh	Cross	Admission Appeal	Freshman	2.100	Final Qualifier	2.281	910	Fall 2009	3/4	Transferred after 2009-10 academic year.	Retention
14	Griffin	Malcolm	Cross	Admitted	Freshman	3.339	Final Qualifier	3.125	71	Fall 2009	6/8	Transferred after 2010-11 academic year.	Retention
15	Holliday	Reese	Kowalczyk	Admitted	Freshman	2.720	Final Qualifier	2.909	83	Fall 2010	4/4	Continuing student.	N/A
16	Humes	Hayden	Cross	Admitted	Freshman	3.554	Final Qualifier	3.448	1090	Fall 2009	7/7	Transferred after 2010-11 academic year.	Retention
17	Johnson	Ridley	Joplin	Admitted	Freshman	2.630	Final Qualifier	2.857	900	Fall 2005	6/8	Left institution following 2008-09 academic year.	Eligibility
18	Kent	Tyrone	Joplin	Admission Appeal	Freshman	2.760	Final Qualifier	2.964	55	Fall 2005	6/8	Left institution following 2008-09 academic year.	Eligibility
19	Lo	Mouhamed	Joplin	Admission Appeal	Freshman	1.680	IEW Approved	2.357	870	Fall 2007	20/20	Graduated Summer 2011	N/A
20	Okafor	Emeka	Cross	Admitted	Freshman	2.492	Final Qualifier	2.625	94	Fall 2008	1/2	Transferred at mid-year 2008-09.	Retention
21	Payne (Doward)	Kashif	Joplin	Admission Appeal	Freshman	2.170	Final Qualifier	2.862	67	Fall 2004	4/4	Graduated Spring 2008	N/A
22	Pearson	Rian	Kowalczyk	Admitted	4-4 Transfer	2.437	Final Qualifier	2.718	65	Fall 2010	4/4	Continuing student.	N/A
23	Rodriguez	Drew	Cross	Admitted	Freshman	3.560	Final Qualifier	3.625	99	Fall 2008	2/2	Continuing student.	N/A
24	Ross	Shane	Joplin	Admission Appeal	Freshman	2.120	Final Qualifier	2.500	71	Fall 2006	0/2	Transferred at mid-year 2007-08.	Retention
25	Russell	Devin	Cross	Admitted	Freshman	2.634	IEW Approved	2.545	63	Fall 2009	5/5	Transferred at mid-year 2010-11.	Retention
26	Salter	Ian	Cross	Admitted	Freshman	2.946	Final Qualifier	3.062	1180	Fall 2008	7/8	Transferrred after 2009-10 academic year.	Retention
27	Smith	Matt	Kowalczyk	Admitted	4-4 Transfer	2.250	Final Qualifier	3.400	74	Fall 2010	4/4	Continuing student.	N/A
28	Sterling	Clayton	Cross	Admission Appeal	Freshman	2.140	IEW Approved	2.177	960	Fall 2008	2/4	Transferred after 2009-10 academic year.	Eligibility
29	Taylor	Zac	Joplin	Admitted	Freshman	2.739	Final Qualifier	2.531	87	Fall 2007	10/11	Continuing student.	Eligibility
30	Thomas	Jonathan	Kowalczyk	Admitted	Freshman	2.350	Final Qualifier	2.581	89	Fall 2010	3/4	Transferred after 2010-11 academic year.	Retention

	Last Name	First Name	Recruited By:	Admission Status	Admission Type	dmissi GPA	Initial Eligibility Status	Core GPA	Test Score	Initial UT Term	APR Points	UT Outcome	Primary Issue
31	Tubbs	Terrance	Joplin	Admission Appeal	Freshman	2.510	Partial IEW/Aid Only	1.692	67	Fall 2007	6/8	Transferred after 2008-09 academic year.	Retention
32	Valencia	Florentino	Joplin	Admission Appeal	Freshman	2.400	Final Qualifier	2.714	67	Fall 2003	1/2	Graduated Summer 2010	Eligibility
33	Watson	Neil	Cross	Admission Appeal	Freshman	2.370	Partial IEW/Aid and Practice	2.343	71	Fall 2009	3/4	Transferred after 2009-10 academic year.	Retention
34	Wright	Anthony	Kowalczyk	Admitted	4-4 Transfer (Graduate)	2.883	Final Qualifier	3.185	990	Fall 2010	4/4	Left institution following 2010-11 academic year.	N/A
35	Young	Jerrah	Joplin	Admitted	4-4 Transfer	2.530	Final Qualifier	3.535	81	Fall 2005	3/4	Graduated Spring 2007	Eligibility

= Admissions Appeal

Joplin Admission Appeals: 9/15
Cross Admission Appeals: 3/12
Kowalczyk Admission Appeals: 0/8

= Initial Eligibility Waiver

Joplin Initial Eligibility Waivers: 4/15
Cross Initial Eligibility Waivers: 3/12
Kowalczyk Initial Eligibility Waivers: 0/8

APR of student-athletes recruited by UT Head Coaches
Joplin: 98/113 (867)
Cross: 47/56 (839)
Kowalczyk: 29/30 (967)

Additional Notes
Of the 22 student-athletes in the cohort that lost APR points, retention was the primary issue in 15 cases

APR ANALYSIS 2007-08 THROUGH 2010-11

Counter	2010-11	Recruited By:	Fall 2010 Eligibility	Fall 2010 Retention	Spring 2011 Eligibility	Spring 2011 Retention	Reason(s) For Lost Points
1	Anyijong	Joplin	X	X	X	X	
2	Buckley	Kowalczyk	X	X	X	X	
3	Dear	Kowalczyk	X	X	X	X	
4	Dennis	Kowalczyk	N/A	N/A	X	X	Mid-Year Transfer.
5	Griffin	Cross	X	X	No	No	Transferred; ineligible due to hours.
6	Holliday	Kowalczyk	X	X	X	X	
7	Humes	Cross	X	X	X	N/A	Transferred; qualified for 2.600 exemption.
8	Lo	Joplin	X	X	X	X	Coaching change nonqualifier; graduated in August.
9	Pearson	Kowalczyk	X	X	X	X	
10	Russell	Cross	X	N/A	N/A	N/A	Transferred at mid-year; qualified for 2.600 exemption.
11	Smith	Kowalczyk	X	X	X	X	
12	Thomas	Kowalczyk	X	X	X	No	Transferred.
13	Wright	Kowalczyk	X	X	X	X	
MH	Taylor	Joplin	X	X	N/A	X	Medical hardship; received adjustment due to misadvisement.
	PTS	46/49	13/13	12/12	11/12	10/12	
	APR	939	1000	1000	917	833	

= The APR of student-athletes recruited by Tod Kowalczyk and his staff is 967 (29/30).

Counter	2009-10	Recruited By:	Fall 2009 Eligibility	Fall 2009 Retention	Spring 2010 Eligibility	Spring 2010 Retention	Reason(s) For Lost Points
1	Albrecht	Cross	X	No	N/A	N/A	Left institution to enroll part time at college near hometown.
2	Anyijong	Joplin	X	X	X	X	
3	Barnett	Cross	X	X	X	N/A	Transferred; qualified for 2.600 GPA exemption.
4	Bastfield	Joplin	X	X	X	No	Transferred to another institution.
5	Dressler	Cross	X	X	X	N/A	Transferred; qualified for 2.600 GPA exemption.
6	Freelove	Cross	X	X	X	No	Transferred to another institution.
7	Griffin	Cross	X	X	X	X	
8	Humes	Cross	X	X	X	X	

Counter	2010-11	Recruited By:	Fall 2010 Eligibility	Fall 2010 Retention	Spring 2011 Eligibility	Spring 2011 Retention	Reason(s) For Lost Points
9	Lo	Joplin	X	X	X	X	
10	Russell	Cross	X	X	X	X	
11	Salter	Cross	X	X	X	No	Transferred to another institution.
MH	Taylor	Joplin	X	X	No	X	Medically disqualified student; did not meet % of degree.
12	Watson	Cross	X	X	X	No	Transferred to another institution.
	PTS	42/48	13/13	12/13	11/12	6/10	
	APR	875	1000	923	917	600	

Counter	2008-09	Recruited By:	Fall 2008 Eligibility	Fall 2008 Retention	Spring 2009 Eligibility	Spring 2009 Retention	Reason(s) For Lost Points
1	Albrecht	Cross	X	X	X	X	
2	Amos	Joplin	X	X	X	X	
3	Anyijong	Joplin	X	X	X	X	
4	Bastfield	Joplin	X	X	X	X	
5	Johnson	Joplin	X	X	No	No	Left institution without graduating.
6	Kent	Joplin	X	X	No	No	Left institution without graduating.
7	Lo	Joplin	X	X	X	X	
8	Okafor	Cross	X	No	N/A	N/A	Transferred to another institution.
9	Rodriguez	Cross	N/A	N/A	X	X	
10	Salter	Cross	X	X	X	X	
11	Sterling	Cross	X	X	No	No	Left institution, ineligible due to hours and GPA.
12	Taylor	Joplin	X	X	X	X	
13	Tubbs	Joplin	X	X	No	No	Left institution, ineligible due to %.
	PTS	39/48	12/12	11/12	8/12	8/12	
	APR	813	1000	917	667	667	

Counter	2007-08	Recruited By:	Fall 2007 Eligibility	Fall 2007 Retention	Spring 2008 Eligibility	Spring 2008 Retention	Reason(s) For Lost Points
1	Amos	Joplin	X	X	X	X	

Counter	2010-11	Recruited By:	Fall 2010 Eligibility	Fall 2010 Retention	Spring 2011 Eligibility	Spring 2011 Retention	Reason(s) For Lost Points
2	Anyijong	Joplin	X	X	X	X	
3	Becklens	Joplin	X	X	No	No	Left institution, ineligible due to hours and GPA.
4	Bingham	Joplin	X	X	X	No	Transferred.
5	Byrd	Joplin	N/A	N/A	X	X	
6	Johnson	Joplin	X	X	X	X	
7	Kent	Joplin	X	X	X	X	
8	Lo	Joplin	X	X	X	X	
9	Payne	Joplin	X	X	X	X	
10	Ross	Joplin	No	No	N/A	N/A	Left institution, ineligible due to hours and GPA.
11	Tubbs	Joplin	X	X	X	X	
EE	Valencia	Joplin	N/A	N/A	No	No	Eligibility exhausted, did not graduate.
12	Young	Joplin	X	X	No	X	Post graduate student-athlete; ineligible (six hour rule).
	PTS	38/46	10/11	10/11	9/12	9/12	
	APR	826	909	909	750	750	

Four Year Summary		Fall E	Fall R	Spring E	Spring R	
PTS	166/191	48/49	45/48	39/48	33/46	PLUS ONE-- Florentino Valencia
APR	869	980	938	813	717	

Summary of Academic Services Provided by
the Men's Basketball Academic Coordinator

This position began working with Men's Basketball on July 21, 2011. At that time a review of each student-athlete's transcript was completed to determine the needs and focus for each student-athlete in order to continue to stay on track for percentage of degree completion, as well as graduation in their designated major.

Records were updated to include a degree audit (as of the fall 2011/spring 2012 semester), a projected plan to complete all courses in a timely fashion for graduation, current class schedules (with professors names, office locations, and office phone numbers), a Student-Athlete Information and Grade Sheet (beginning with Fall 2011), and the student-athlete's individual major check sheet or IDVP Plan of Study (if applicable).

At the beginning of each semester, this position, meets with each student-athlete and fills out the Student-Athlete Information and Grade Sheet. Special attention is paid to the section entitled; Student-Athlete Grade Goal Sheet. A conversation takes place between this position and the student-athlete as to what the student-athlete wants to achieve in each class academically. This is used in future meetings to remind the student-athlete of their goals and what they may be willing to do to accomplish them (attend supplemental instruction, more time in the study center, meet with tutors, etc.).

Within the first two weeks, the Early Alert Reports are emailed to all professors. Once returned, the comments from the Early Alert Reports are recorded and shared with the coaches via the Semester Grade Summary. If there is a need for specific follow-up, individual emails are sent to individual professors. All information returned from the professors is shared with the coaches on the Semester Grade Summary form or in the case of an email forwarded on to the coaches. The same information is shared verbally to the student-athlete when they are in for their study table hours..

During the fifth week of the semester formal Progress Reports are mailed out through campus mail to all professors. Again, as the information is received back by the professors, it is added to the Semester Grade Summary and sent out each week to the coaches. The same information is shared with the student-athlete when this position meets with them during their study table hours.

A second set of progress reports are also sent out during the 12th week of the semester and the same process is repeated. Again, individual emails are sent for further clarification when needed.

About the week before finals, this position, emails each student-athlete with a composite of all the comments, grades, and suggestions that have been made by the student-athlete's professors. Encouraging comments, and sometimes requests to meet with the student-athlete are also made at this time. This process is in place to facilitate the success of each student-athlete this position works with.

Search Go RETURN TO MENU | SITE MAP | HELP

Student Academic Transcript

R00002953 Susan E. Irmen

This is not an official transcript. Courses which are in progress may also be included on this transcript.

Information for Rian L. Pearson

Transfer Credit Institution Credit Transcript Totals Courses in Progress

Transcript Data
STUDENT INFORMATION

Name :	Rian L. Pearson
Birth Date:	07/06/1990
Student Type:	Continuing

Curriculum Information

Current Program

Bachelor of Arts	
College:	Adult and Lifelong Learning
Major:	IDVP Interdisciplinary Studies

***Transcript type:Unofficial Transcript Is NOT Official ***

DEGREES SOUGHT OR AWARDED

Sought: Bachelor of Arts **Degree Date:**

Curriculum Information

Primary Degree

Program:	Undecided - QUST
College:	Gateway Programs
Major:	Undecided - QUST

Sought: Bachelor of Arts **Degree Date:**

Curriculum Information

Primary Degree

Program:	BA In Individualized Programs
College:	Adult and Lifelong Learning
Major:	IDVP Interdisciplinary Studies

TRANSFER CREDIT ACCEPTED BY INSTITUTION -Top-

2009-2010: University Wisconsin Colleges

Subject	Course	Title	Grade	Credit Hours	Quality Points	R
CMPT	1EL	CMPT Elec 100 Lvl - BUS 350	TR	3.000	0.000	
TSOC	2EL	Cult Images Matrl Child Adol.	TR	3.000	0.000	

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	6.000	0.000	6.000	0.000	0.000	0.000

6 hours (transferred)

Unofficial Transcript

2009-2010: University Wisconsin Colleges

Subject	Course	Title	Grade	Credit Hours	Quality Points	R
PSC	1EL	PSC Elec 100 Lvl - POL 101	TX	3.000	0.000	
ZHUM	2EL	HUM Elec 200 Lvl - HUM 201	TR	3.000	0.000	
ZNAT	GRD	Grade Not Accepted - ENG 93	NT	0.000	0.000	
ZNSC	2EL	NAT SCI Elec 200 Lvl-EART222	TR	3.000	0.000	

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	9.000	0.000	9.000	0.000	0.000	0.000

(9 hours transferred)

Unofficial Transcript

2009-2010: University Wisconsin Colleges

Subject	Course	Title	Grade	Credit Hours	Quality Points	R
ANTH	2EL	HMONG Culture	TR	3.000	0.000	
ZNAT	GRD	Grade Not Accepted - AVD 221	NT	0.000	0.000	
ZNAT	GRD1	Grade Not Accepted - ENG 93	TR	0.000	0.000	
ZTEC	1EL	TECH Elec 100 Lvl - HUM 116	TR	3.000	0.000	

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	6.000	0.000	6.000	0.000	0.000	0.000

(6 hours transferred)

Unofficial Transcript

INSTITUTION CREDIT -Top-

Term : Summer 2010

College: Gateway Programs
Major: Undecided - QUST
Student Type: Transfer

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
PSY	1010	UG	Principles of Psychology	B	3.000	9.000	

(3 hours)

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	3.000	3.000	3.000	3.000	9.000	3.000
Cumulative:	3.000	3.000	3.000	3.000	9.000	3.000

Unofficial Transcript

Term : Fall 2010

College: Gateway Programs
Major: Undecided - QUST
Student Type: Continuing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
BMGT	1010	UG	Business Principles	A-	3.000	11.010	
COMM	3810	UG	Group Communication	C	3.000	6.000	
CRIM	2210	UG	Criminal Investigation I	A-	3.000	11.010	
ENGL	1100	UG	Composition I with Workshop	C	5.000	10.000	
RCA	1010	UG	Personal Conditioning	PS	1.000	0.000	

(13 hours for grad.)

- 2 from ENGL 1100

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	15.000	15.000	15.000	14.000	38.020	2.716

Cumulative:	18.000	18.000	18.000	17.000	47.020	2.766

Unofficial Transcript

Term : Spring 2011

College: University College
Major: IDVP Interdisciplinary Studies
Student Type: Continuing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
BMGT	2700	UG	Mng Diversity In the Workplace	A	3.000	12.000	
CRIM	3290	UG	Criminal Investigation II	A	3.000	12.000	
ENGL	1150	UG	Comp II: Language and Identity	B-	3.000	8.010	
MATH	0910	UG	Elementary Algebra I	*C	4.000	0.000	
RCRT	4990	UG	Independent Study In Recreation And Leisure Studies - Intro to Hospitality Management	A	3.000	12.000	

(12 hours)

4 from Math do not count toward grad.

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	16.000	16.000	16.000	12.000	44.010	3.668
Cumulative:	34.000	34.000	34.000	29.000	91.030	3.139

Unofficial Transcript

Term : Summer 2011

College: Adult and Lifelong Learning
Major: IDVP Interdisciplinary Studies
Student Type: Continuing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
HEAL	2500	UG	Personal Health	B+	3.000	9.990	
HEAL	3300	UG	Drug Awareness	B-	3.000	8.010	

(6 hours)

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	6.000	6.000	6.000	6.000	18.000	3.000
Cumulative:	40.000	40.000	40.000	35.000	109.030	3.115

55 towards Grad.

Unofficial Transcript

Term : Fall 2011

College: Adult and Lifelong Learning
Major: IDVP Interdisciplinary Studies
Student Type: Continuing
Last Academic Standing: Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
BMGT	2110	UG	Managing In a Global Economy	A	3.000	12.000	
BUAD	3030	UG	Managerial and Behavioral Proc	B+	3.000	9.990	
MATH	0950	UG	Elementary Algebra II	NC	4.000	0.000	
RCRT	4010	UG	Planning & Promotion of Sport	B+	3.000	9.990	

$$\begin{array}{r} 55 \\ +\ 9 \\ \hline 64 \end{array}$$

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	13.000	9.000	9.000	9.000	31.980	3.553
Cumulative:	53.000	49.000	49.000	44.000	141.010	3.205

Unofficial
Transcript

TRANSCRIPT TOTALS (UNDERGRADUATE) -Top-

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Total Institution:	53.000	49.000	49.000	44.000	141.010	3.205
Total Transfer:	21.000	0.000	21.000	0.000	0.000	0.000
Overall:	74.000	49.000	70.000	44.000	141.010	3.205

Unofficial
Transcript

COURSES IN PROGRESS -Top-

Spring 2012

College:	Adult and Lifelong Learning
Major:	IDVP Interdisciplinary Studies
Student Type:	Continuing

Subject	Course	Level	Title	Credit Hours
BUAD	3470	UG	The Legal And Ethical Environment Of Business	3.000
CRIM	2250	UG	Juvenile Justice	3.000
PHIL	3120	UG	Business Ethics	3.000
RCRT	4000	UG	Community Event Planning	3.000

Unofficial
Transcript

64 passed

RELEASE: 8.1

Spring 2012 - 12 — if passes every thing 61.29 %
Summer 2012 -

3rd / 4th year
Fall 2012 - 12
Spring 2013 - 12
> at maximum
100 hours = 80.64 %
going into 5th year

4th / 5th year
Fall 2013 - 12
Spring 2014 - 12
124 = 100 %

Rian Pearson

Individualized Program Statement

My name is Rian Pearson, and I am currently a sophomore at The University of Toledo. I came to Toledo as a transfer student from The University of Wisconsin Green Bay. I am also a student-athlete and a member of the Men's Basketball team here at UT. Sports in general have always been a big part of my life, and that is why I have chosen the Individualized Program. I want to combine my personal interests with specific areas of recreation, health, communications, criminology, and counseling in order to eventually develop programs through sports that could help improve the lives of under-privileged youth in my home town of Kansas City, MO.

The course of study I intend to follow will help me focus on many different aspects of my future career. Areas of health will help me teach children how to take care of their bodies physically and mentally. Recreation classes will help guide me in the direction of setting up programs after school and weekend events. Sociology classes will let me see how kids handle societal problems. Counseling classes will help me learn how to handle and prevent problems that might happen. Criminology will give me an understanding of the judicial system and youth services. This will help me understand and deal with youth when they have problems with the law. These are all areas that will be beneficial toward my career path. Each area is directly related to improving the lives of under-privileged youth. I hope to get a better understanding

of how to run sports-related programs and use them in a way to better educate our youth and help them make the right life decisions. For example RCRT 2300 Recreation Leadership will teach me the basics of how to organize events and be involved and lead through the community. Classes such as Sociology 4760 Juvenile Delinquency, and Psychology 3500 Adolescence, will help educate me more as to the type of youth I will be reaching out to. Also a class such as Counseling 4080 Essentials of Helping Relationships will help me become a better leader and someone who can make a positive impact in a child's life.

This program will help me better my chances at obtaining a job within a few areas that I have a great interest. There are a few occupations that I know I'm passionate about. One would be as a YMCA or Boys and Girls club youth director. I went to camps and after school programs at each when I was younger. Another profession would be the child social worker profession. Unfortunately, there will always be troubled youth and jobs will be available. This program lets me study all aspects of these careers. I look forward to starting my journey.

IDPV COURSE LIST

Course:		Credits:
HEAL 3300	Drug Awareness	3
HEAL 3800	Death and Dying	3
RCRT 1300	Intro to Rec and Leisure Studies	3
RCRT 2300	Recreation Leadership	3
RCRT 4330	Administration in Recreation	3
COMM 3840	Interpersonal Communication	3
COMM 4820	Family Communication	3
COUN 3140	Substance Abuse Prevention	3
COUN 4080	Essentials of Helping Relationships	3
SOCW 2010	Survey of the Social Work Profession	3
SOC 4760	Juvenile Delinquency	3
AL 4980	Internship	3
PSY 3500	Adolescence	3
PSY 3200	Personality and Individual Differences	3
MATH 1180	Mathematics for Liberal Arts	3
EEES 1010	Physical Geology	3
ENG LIT	Reading Poetry	3
BMGT 2110	Managing in a Global Economy	3
PHIL 3120	Business Ethics	3
CRIM 2250	Juvenile Justice	3
TOTAL:		60 30 @ 3-4,000 lev

Additional Alternates:

BUAD 3030	Managerial and Behavioral Process	3
IBUS 3150	Understanding Cultural Differences for Business	3
HEAL 2600	Mental Health	3
COMM 3880	Professional Business Communication	3
RCRT 1310	Recreation Programming	3

15 9 @ 3-4,000 lev

Student-Athlete Information and Grade Sheet

Semester: Fall 2011

Name: Rian Pearson

Address:

Phone:

Schedule

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00am							
7:30am							
8:00am							
8:30am							
9:00am							
9:30am							
10:00am			Practice				
10:30am							
11:00am							
11:30am							
12:00noon							
12:30pm		BMGT 2110	BUAD 3030	BMGT 2110	BUAD 3030		
1:00pm							
1:30pm							
2:00pm							
2:30pm							
3:00pm							
3:30pm							
4:00pm							
4:30pm							
5:00pm							
5:30pm							
6:00pm			Math 0950		Math 0950		
6:30pm							
7:00pm							
7:30pm							
8:00pm							
8:30pm							
9:00pm							
9:30pm							
10:00pm							

If You Always Do What You Have Always Done,
You Will Always Get What You Have Always Gotten...
??? So What Are YOU Going To Do This Semester ???

Student-Athlete Grade Goal Sheet

Course Name	Student-Athlete's Grade Goal	Midterm Grade	Final Grade
BMGT 2110	B to B+	D+ ? not all in	A
BUAD 3030	B to B+	B	B+
Math 0950	just to be able to pass	Not passing	NC
RCRT 4010	hope for an A	78/95	B+

Course Name	Papers/Projects	Quizzes	Other (extra credit, etc.)	Test/Exam Grades
BMGT	4 papers 3 tests			
BUAD				
MATH		40% 70% 83% 79%	100 100 worksheets	70% 40%
RCRT				21/25

Rian Pearson

Irmen, Sue

From: Greiner, Doug
Sent: Friday, September 09, 2011 7:50 AM
To: Irmen, Sue
Subject: RE: Student in your class

From: Irmen, Sue
Sent: Tuesday, August 30, 2011 9:11 AM
To: Greiner, Doug
Subject: Student in your class

The University of Toledo
Rocket Academic Center

Student – Athlete Early Alert Report Form

Dear Professor:

First, I would like to thank you for your continued help and support as a part of the Rocket Team and second, ask you to take a few minutes to fill out the form below. I recognize your schedule is busy, so I want you to know I really do appreciate your time with this endeavor.

This form is used to monitor the academic performance of the student – athletes I track. **Your timely completion and return of this form is essential to the success of this effort.** The information you provide helps us determine if a student – athlete is in need of a tutor, needs to schedule an appointment with his/her professor, or maybe just needs someone in the Rocket Academic Center to follow –up weekly on their classroom progress. The information you provide will be beneficial to the student – athlete, the coaching staff and our office. Thank you again for your time and support.

Please feel free to contact me by phone at ext. 3517 or e-mail me at sirmen2@utnet.utoledo.edu if you have any questions or concerns regarding this or any student – athlete or the services we offer. I look forward to working with you this semester. Additional progress report forms will be sent to instructors on **all** student – athletes about the 5th and 11th week of the semester. Thanks again.

Please return this completed form upon receipt to:
Sue Irmen, Dir. NCAA CHAMPS/Life Skills and Academic Coordinator
Larimer, room 2030
Mail stop 203

Student – Athlete's Name: Rian Pearson #R00922032 Sport: M. Basketball

Class: BUAD 2110 Section: 001 Instructor: Doug Greiner

Please check all that apply:

Attendance	Attitude/Participation	
_X__No Absences	___Attentive During Class	___Disruptive

1

___Absences ( )
___Usually On Time
___Often Tardy ( )
___Leaves Early
___Missing Class Is Affecting Grade
___No Attendance Taken

_X__Seems Interested
___Participates In Class
___Committed To Learn

___Lacks Effort
___Rarely Participates
___Negative Attitude

Grade Range (if applicable)

__X_Doing Well In Class/Will Succeed
___Is In Danger of Failing
___Needs A Tutor
___Needs to meet with Professor

_X__A	___F
___B	___Pass
___C	___NC
___D	___PR/ I

Comments (if applicable):

_____
Doug Greiner
Associate Professor
Applied Organizational Technology
doug.greiner@utoledo.edu
__9/9/11_____
Instructor's Signature Date

Thank You Again For Your Support and Cooperation!!!

THE UNIVERSITY OF TOLEDO
Division of Ath-acad Support
The University of Toledo
2801 W Bancroft
Toledo, OH 43606-3390

Susan E. Irmen, M.Ed.
Dir. NCAA CHAMPS/Life Skills/Academic Coordinator

sirmen2@utnet.utoledo.edu
Office Phone: 419.530.3517
Office Fax: 419.530.3953

Rian Pearson

Irmen, Sue

From: Shumaker, Mark A
ent: Friday, September 09, 2011 5:40 AM
To: Irmen, Sue
Subject: RE: student in your class
Attachments: 9-8-11 Rian Pearson.pdf

Sue - please see attachment. Rian did come up after class after the exams were returned and asked about some problems he missed on the test. He was also drowsy again in class, however, so were a lot of folks as it was hot and humid in the class room, not very conducive to the learning process.

Thanks for the opportunity to help out!
Mark

From: Irmen, Sue
Sent: Tue 8/30/2011 9:13 AM
To: Shumaker, Mark A
Subject: student in your class

The University of Toledo
Rocket Academic Center

Student – Athlete Early Alert Report Form

Dear Professor:

First, I would like to thank you for your continued help and support as a part of the Rocket Team and second, ask you to take a few minutes to fill out the form below. I recognize your schedule is busy, so I want you to know I really do appreciate your time with this endeavor.

This form is used to monitor the academic performance of the student – athletes I track. **Your timely completion and return of this form is essential to the success of this effort.** The information you provide helps us determine if a student – athlete is in need of a tutor, needs to schedule an appointment with his/her professor, or maybe just needs someone in the Rocket Academic Center to follow –up weekly on their classroom progress. The information you provide will be beneficial to the student – athlete, the coaching staff and our office. Thank you again for your time and support.

Please feel free to contact me by phone at ext. 3517 or e-mail me at sirmen2@utnet.utoledo.edu if you have any questions or concerns regarding this or any student – athlete or the services we offer. I look forward to working with you this semester. Additional progress report forms will be sent to instructors on **all** student – athletes about the 5th and 11th week of the semester. Thanks again.

Please return this completed form upon receipt to:
Sue Irmen, Dir. NCAA CHAMPS/Life Skills and Academic Coordinator
Larimer, room 2030
Mail stop 203

Student – Athlete's Name: Rian Pearson #R00922032 Sport: M. Basketball

1

Class: MATH 0950 Section: 024 Instructor: Mark Shumaker

Please check all that apply:

Attendance

___No Absences
___Absences ( )
___Usually On Time
___Often Tardy ( )
___Leaves Early
___Missing Class Is Affecting Grade
___No Attendance Taken

Attitude/Participation

___Attentive During Class
___Seems Interested
___Participates In Class
___Committed To Learn
___Disruptive
___Lacks Effort
___Rarely Participates
___Negative Attitude

Grade Range (if applicable)

___Doing Well in Class/Will Succeed
___Is In Danger of Failing
___Needs A Tutor
___Needs to meet with Professor
___A
___B
___C
___D
___F
___Pass
___NC
___PR/ I

Comments (if applicable):

Instructor's Signature

Date

Thank You Again For Your Support and Cooperation!!!

THE UNIVERSITY OF TOLEDO

Division of Ath-acad Support
The University of Toledo
2801 W Bancroft
Toledo, OH 43606-3390

Susan E. Irmen, M.Ed.
Dir. NCAA CHAMPS/Life Skills/Academic Coordinator

sirmen2@utnet.utoledo.edu
Office Phone: 419.530.3517
Office Fax: 419.530.3953

Please return this completed form upon receipt to:
Sue Irmen, Dir. NCAA CHAMPS/Life Skills and Academic Coordinator
Larimer, room 2030
Mail stop 203
sirmen2@utnet.utoledo.edu

Student – Athlete's Name: Rian Pearson #R00922032
Sport: M. Basketball

Class: MATH 0950 Section: 024 Instructor: Mark Shumaker

Please check all that apply:

Attendance
X No Absences
___Absences ( )
___Usually On Time
___Often Tardy ( )
___Leaves Early
___Missing Class Is Affecting Grade
___No Attendance Taken

Attitude/Participation
___Attentive During Class
X Seems Interested
___Participates In Class
___Committed To Learn
___Disruptive
___Lacks Effort
___Rarely Participates
___Negative Attitude
X at times, drowsy in class

Grade Range (if applicable)
___Doing Well in Class/Will Succeed
X Is In Danger of Failing
X Needs A Tutor
___Needs to meet with Professor
___A
___B
___C
___D
___F
___Pass
___NC
___PR/ I

Comments (if applicable):
1st quiz 40%
1st Test 70%
} needs an 80% to pass.

M. A. Shumaker
Instructor's Signature

9-8-11
Date

Thank You Again For Your Support and Cooperation!!!

Fall 2011

September 22, 2011

The University of Toledo
Student Athletic Academic Services
Student Athlete Academic Progress Report

OCT 10 2011

Student: Pearson, Rian

ID: R00922032

Sport: Mens Basketball

Course: RCRT4010
Planning & Promotion of Sport
Coll of Hlth Sci and Hum Serv

Section: 902

Instructor: Kucharewski, Ruth

Team Academic Coordinator: Irmen, Susan E.

Student Athletic Academic Services has been given the mission to track and monitor the academic progress of student-athletes. Athletic Academic Coordinators use information from this report for academic counseling as well as to determine its influence on the student's eligibility to continue participation in intercollegiate sports. **This information does not conflict with FERPA regulations since it is used only for internal purposes.**

We appreciate your assistance and welcome any comments or concerns you may have with regard to any student-athletes enrolled in your course(s). Please feel free to call our office with any questions: Drew Scales @ 530 -3540.

Attendance		Class Participation		Current Grade			
____	Zero	____	Excellent	____	A		
____	1 - 2 Absences	____	Good	____	B	79/95	
____	3 -5 Absences	____	Occasionally	____	C		
____	6 or More Absences	____	Never	____	D	____	Withdrew
____	Not Taken	____	Not Applicable	____	F	____	Can Not Evaluate

Please Indicate Grades in the Following Areas:

Quizzes		*Tests / Midterms*		*Papers / Projects*	
Score	**Total Possible**	**Score**	**Total Possible**	**Score**	**Total Possible**
		21	25		

Additional Comments: Needs to proofread work before submitting and fully read assignment requirements. He still has 105 points left to achieve so he can still do well.

Signature: [signature] **Date:** 10/6/11 **Telephone:**

Please Fold, Staple, and Return Through Campus Mail Stop 203

Fall 2011

The University of Toledo
Student Athletic Academic Services
Student Athlete Academic Progress Report

September 22, 2011

Student: Pearson, Rian | ID: R00922032 | Sport: Mens Basketball

Course: MATH0950
Elementary Algebra II
College of Arts and Sciences

Section: 024 | Instructor: Shumaker, Mark

Team Academic Coordinator: Irmen, Susan E.

Student Athletic Academic Services has been given the mission to track and monitor the academic progress of student-athletes. Athletic Academic Coordinators use information from this report for academic counseling as well as to determine its influence on the student's eligibility to continue participation in intercollegiate sports. **This information does not conflict with FERPA regulations since it is used only for internal purposes.**

We appreciate your assistance and welcome any comments or concerns you may have with regard to any student-athletes enrolled in your course(s). Please feel free to call our office with any questions: Drew Scales @ 530-3540.

Through 9/29

Attendance		Class Participation		Current Grade			
X	Zero		Excellent		A		
	1 - 2 Absences		Good		B		
	3 -5 Absences	X	Occasionally		C		
	6 or More Absences		Never		D		Withdrew
	Not Taken		Not Applicable		F		Can Not Evaluate

Please Indicate Grades In the Following Areas:

Quizzes		Tests / Midterms		Worksheets ~~Papers/Projects~~	
Score	Total Possible	Score	Total Possible	Score	Total Possible
40	100	70	100	100	100
83		46	100	100	100
79					

Additional Comments: Sue - I expected better performance out of Rian on Exam #2. Not sure what happened. I am returning the exams today and will give them the opportunity to earn ½ of the total points missed by turning in the

Signature: W.A. Shumaker | Date: 10-4-11 | Telephone:

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p. 1 of 2

exam in about a week, Oct 13. The concept is that this gives them the opportunity to master the material and retain it for the final exam. I have found this effective for motivated students.

Please email me w/ any questions you may have.

Mark

Fall 2011 10/04/11

The University of Toledo
Student Athletic Academic Services
Student Athlete Academic Progress Report

September 22, 2011

Student: Pearson, Rian **ID:** R00922032 **Sport:** Mens Basketball

Course: BMGT2110
Managing in a Global Economy
College of Business Admin

Section: 001 **Instructor:** Greiner, Douglas

Team Academic Coordinator: Irmen, Susan E.

Student Athletic Academic Services has been given the mission to track and monitor the academic progress of student-athletes. Athletic Academic Coordinators use information from this report for academic counseling as well as to determine its influence on the student's eligibility to continue participation in intercollegiate sports. **This information does not conflict with FERPA regulations since it is used only for internal purposes.**

We appreciate your assistance and welcome any comments or concerns you may have with regard to any student-athletes enrolled in your course(s). Please feel free to call our office with any questions: Drew Scales @ 530 -3540.

Attendance		Class Participation		Current Grade			
✓	Zero		Excellent		A		
	1 - 2 Absences	✓	Good		B		
	3 -5 Absences		Occasionally		C		
	6 or More Absences		Never		D		Withdrew
	Not Taken		Not Applicable		F	✓	Can Not Evaluate

Please Indicate Grades in the Following Areas:

Quizzes		*Tests / Midterms*		*Papers / Projects*	
Score	**Total Possible**	**Score**	**Total Possible**	**Score**	**Total Possible**
14	20			20	20
10	20			0	20
				0	20

Additional Comments: RIAN HAS MISSED 2 PAPERS BUT IS WORKING AHEAD WHERE HE CAN.

Signature: [signature] **Date:** 10/3/11 **Telephone:** 3359

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The University of Toledo

Athlete Unoffical Term and Cumulative GPA Information

UNOFFICAL For 201140

Name	ID	Term GPA	Cumulative GPA
Mens Basketball			
Anyijong, Pinggurbek M.	R00240831	1.235	2.077
Brown, Julius L.	R01002700	2.134	2.521
Buckley, Dominique	R00925149	2.165	2.348
Dear, DeLino T.	R00923905	2.385	2.897
Dennis, Curtis L.	R00950434	3.250	2.667
Ewing, James E.	R00930016	2.833	2.466
Holliday, Maurice	R00920140	2.780	2.708
Majerle, Ryan S.	R00925958	3.809	3.766
Mathew, Alexander J.	R00890157	3.874	3.772
Moss, Justin	R01005413	3.222	3.206
Pearson, Rian L.	R00922032	3.553	3.205
Riddle, Zachary M.	R00915433	3.222	3.222
Smith, Matthew B.	R00922034	1.585	2.096
Speicher, Michael R.	R00952982	3.311	3.311
Taylor, Zachary M.	R00504400	3.732	3.089
Wonnell, Richard	R00852395	3.229	3.163
Mens Basketball GPA:	**16**	**2.913**	**2.742**

The University of Toledo

Athlete Unoffical Term and Cumulative GPA Information

UNOFFICAL For 201140

Name	ID	Term GPA	Cumulative GPA

Report Summary

Overall GPA:	16	2.913	2.742

Report Selection Parameters:

Athletes Coded in:	201140
Data Through and Including:	201140
Cumulative GPA Operator:	>=
Cumulative GPA Value:	0.000
Term GPA Operator:	>=
Term GPA Value:	0.000
Activity Code:	140

Report Description: The report dispalys student name, id, term gpa, and cumulative GPA. Also included are summaries for each sport and overall. The user specifies an academic period for coded athletes as well as which period data should be pulled through. The user also may filter on term or cumulative gpa values, sport, or ID.

Developer: Brian Skelding, WTA

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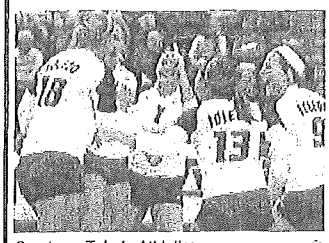
TOLEDO BUILDING CHAMPIONS

UT Student-Athletes Earned a Record 3.167 GPA Last Semester

Courtesy: Toledo Athletics *Release: 01/18/2012*



Courtesy: Toledo Athletics

The women's volleyball team led all UT squads with a 3.613 GPA last semester.

TOLEDO, OH - University of Toledo Athletic Director Mike O'Brien announced today that UT student-athletes earned a collective grade point average of 3.167 in the 2011 fall semester, the highest mark in school history. The previous record was 3.166, set in the spring of 2011. It is the third time in the last four semesters that UT student-athletes have broken the GPA record.

The 3.167 GPA also marked the sixth consecutive semester that UT student-athletes have earned a combined GPA of 3.1 or higher, and the 11th time in the last 13 semesters above a 3.0. Additionally, 11 of UT's 15 sport programs had team GPAs of 3.0 or above, and every program had a team GPA of at least 2.7.

Individually, 24 student-athletes earned perfect 4.0 GPAs, while nearly 38 percent (135 of 357) earned a spot on the Dean's List by garnering at least a 3.50 GPA. Additionally, a record 63.9 percent of UT student-athletes achieved a 3.0 grade point average or better for the 2011 fall semester, the 16th consecutive semester in which at least half of Rocket student-athletes earned a 3.0+ GPA.

"Our student-athletes continue to 'raise the bar' when it comes to academic achievement," O'Brien said. "To earn a combined 3.1 GPA for six consecutive semesters is truly impressive. Our student-athletes should be commended for their hard work and dedication, as should everyone who plays a part in their academic success-the coaches, our athletic department academic staff and our University faculty members."

Women's volleyball had the highest team GPA at 3.613, followed by women's soccer (3.584) and women's golf (3.496). Men's tennis had the highest GPA for a men's team with 3.386

2011 Fall Semester GPAs (3.0+)
Overall Department GPA: 3.167

Team GPA 3.0 +
Women's Volleyball - 3.613
Women's Soccer - 3.584
Women's Golf - 3.496
Women's Swimming & Diving - 3.450
Softball - 3.406
Men's Tennis - 3.386
Women's Cross Country - 3.378
Baseball - 3.280
Women's Basketball - 3.193
Women's Track & Field - 3.163
Men's Golf - 3.099

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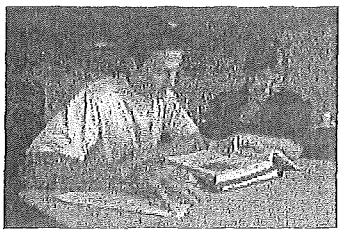
TOLEDO BUILDING CHAMPIONS

UT Student-Athletes Earned a Record 3.166 GPA Last Semester

Courtesy: Toledo Athletics *Release: 05/25/2011*



Courtesy: Toledo Athletics

TOLEDO, OH - University of Toledo Athletic Director Mike O'Brien announced today that UT student-athletes earned a collective grade point average of 3.166 in the 2011 spring semester, the highest mark in school history. The previous record was 3.165, set in the spring of 2010.

The 3.166 GPA also marked the fifth consecutive semester that UT student-athletes have earned a combined GPA of 3.1 or higher, and the 10th time in the last 12 semesters above a 3.0. Additionally, a record 13 of UT's 15 sport programs had team GPAs of 3.0 or above, and every program had a team GPA of at least a 2.7.

Individually, 32 student-athletes earned perfect 4.0 GPAs this past spring, while more than 35 percent (125 of 350) earned a spot on the Dean's List by garnering at least a 3.50 GPA. Additionally, a record 62.3 percent of UT student-athletes achieved a 3.0 grade point average or better for the 2011 spring semester, the 15th consecutive semester in which at least half of Rocket student-athletes earned a 3.0+ GPA.

"Our student-athletes continue to live up to a very high standard of academic achievement," O'Brien said. "To earn a combined 3.1 GPA for five consecutive semesters is truly a remarkable feat. The success of our student-athletes is a reflection of their hard work and dedication, as well as a credit to everyone involved with their academic success-our coaches, our academic staff and our University faculty members."

For the third consecutive semester, women's soccer led the way with a team GPA of 3.630, followed by women's cross country with 3.552. Men's golf had the highest GPA for a men's team with 3.434.

2011 Spring Semester GPAs (3.0+)
Overall Department GPA: 3.166

Team GPA 3.0 +
Women's Soccer - 3.630
Women's Cross Country - 3.552
Women's Volleyball - 3.494
Women's Swimming & Diving - 3.492
Men's Golf - 3.434
Men's Tennis - 3.426
Softball - 3.412
Women's Tennis - 3.229
Women's Track & Field - 3.213
Baseball - 3.165
Women's Golf - 3.090
Men's Cross Country - 3.090
Women's Basketball - 3.061

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Printed Thursday, February 02, 2012

COMMENTARY

UT athletics sets bar for all students

BY DAVE HACKENBERG
BLADE SPORTS COLUMNIST

Among his duties as vice president for external affairs at the University of Toledo, Larry Burns oversees the recruitment and retention of students. While neither is a walk in the park, he will suggest the former is easier than the latter.

So Burns has gone to school, so to speak, and one place he has identified as a success story is right across campus.

"We're trying to learn from our athletics department to improve our overall academic performance and retention of students," he said. "There are reasons those kids do so well."

According to figures provided by UT, the latest available study of retention rates for freshmen who stick around to become sophomores is 65 percent for the general student population and 83 percent for athletes.

UT's 357 student-athletes set a departmental record during the recent fall semester with a cumulative 3.167 grade point average. The general undergraduate student population's GPA was 2.7.

Fifty-two percent of the university's undergrads posted GPAs of 3.0 or higher. The athletic department recorded 63 percent at 3.0 or above.

"It's a combination of things, I think," said athletic director Mike O'Brien. "Our coaches have bought into the belief that we can compete on the field, on the courts, in the pool, wherever, and at the same time have excellent academics. As a result, we are recruiting athletes who are more committed than ever to being students.

"Look, all you have to do is pick up the paper. We know here in athletics that our world is about wins and losses. And I feel we've been extremely competitive in a lot of sports. But we're doing it the right way because our kids are taking care of business in the classroom."

That warming glow in the wins-and-losses world heated up last winter as the women's basketball team won 29 games and the WNIT championship. The football team won 17 games the last two years, played in consecutive bowl games, and beat Air Force in the recent Military Bowl. The women's soccer and cross country teams won Mid-American Conference titles this past fall. The men's basketball team is exhibiting signs that it is crawling back to a competitive level.

Those are the things that fans notice. Those are the things that sell Rocket Club memberships, fill stadium and arena seats, and bring in alumni contributions and lucrative marketing/sponsorship dollars. But it should be remembered that UT, like all universities, is first and foremost an academic enterprise.

And, as the NCAA television commercial points out, the vast majority of student-athletes leave school to become professionals in something other than sports.

The news hasn't always been so good. UT's football and men's basketball programs have had some APR (the NCAA's complicated progress/retention rating) issues in the recent past and the basketball team is still operating under reduced scholarship sanctions.

But O'Brien said the football team had the MAC's best team GPA this past fall and the basketball GPA was over 2.9.

Athletes, of course, have a carrot dangled in front of them -- eligibility. They benefit from mentoring, tutorial services, and the team framework that includes coaches, when necessary, breathing down their necks.

Burns would like to devise a way for the general student population to have some of the same advantages. "From the day our athletes step on campus there is a model to guide them and for them to work with," he said. "Other students sometimes struggle early with study habits, fall behind, and if we lose them they don't come back. We need to find ways to help fix that."

It is a compliment to UT's athletic department that the university is looking its way for inspiration.

Contact Blade sports columnist Dave Hackenberg at: dhack@theblade.com or 419-724-6398.

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Staff Evaluation of 2010-11 APR Improvement Plan

The staff has evaluated the most recent revisions to your institution's APR Improvement Plan. Information reviewed in the analysis of the plan includes: APR Improvement Plan, institutional APR report; single-year overall APR, eligibility APR and retention APR data; and supplemental documentation provided by the institution. The staff's evaluation focused on the following:

- Assessment of the participation in the development of the plan, the data analysis conducted by the institution used to identify the critical issues affecting the team's academic performance and approval of the plan,
- Identification of potentially critical issues affecting academic performance not identified by your institution,
- Identification of critical issues identified by your institution that are not addressed within the plan,
- Assessment of the following elements of the plan's key initiatives :
    - Individuals responsible for implementation and oversight
    - Specificity and adequacy of steps to achieve goal
    - Effectiveness to address issue
- Additional recommendations that may enhance your institution's plan

Plan Development

The institution's APR Improvement plan appears to be developed by appropriate constituents inside and outside of athletics.

Plan Approval

The plan was approved by the institution's president or chancellor.

Data Analysis

The institution's analysis of its data was satisfactory.

Critical Issues identified by the institution

- The institution identified the retention and graduation of fifth year student-athletes, retention of student-athletes, especially during coaching changes, and freshmen eligibility points as critical issues.

The institution has addressed the issue of exit interviews and instituting steps to receive feedback from departing players more quickly and in a manner that will reduce the number of departures from campus going forward.

Thank you to you and your team for the work completed and for your continued participation in the APR improvement plan process.

Staff Evaluation of Implementation of 2010-11 APR Improvement Plan

The staff evaluated the implementation of the APR Improvement Plan submitted by the institution with its APP penalty waiver filed during the 2010-11 academic year. As part of its evaluation, the staff review the APR Improvement Plan for the Men's Basketball team submitted and the record of implementation submitted by the institution.

The staff has determined that the institution has demonstrated implementation of its APR Improvement Plan. The institution appears to be making progress toward reaching the established measurable goals based on the timetable established in the plan. On-going evaluation of the plan is encouraged to ensure the plan is addressing the current issues impacting the team(s)' APR. Further, the institution is encouraged to regularly analyze the data to identify any new issues impacting the Men's Basketball APR.

Please note that this evaluation will be considered in determining whether your institution satisfied the conditionally approved APP penalty waiver it received in 2010-11.

Thank you for your participation in the APR Improvement Plan process.

University of Toledo

Questionnaire

10 - 11

Question No	Question / Response
1	Identify individuals on the APR Improvement Plan development team. Please provide individuals' names, titles and whether the individuals work in or outside of the athletics department. Kelly Andrews, Senior Associate Athletics Director/SWA (works within Athletics Department); Brian Lutz, Associate Athletics Director for Compliance (works within Athletics Department); Drew Scales, Assistant Athletics Director for Academics (reports outside of Athletics Department); Alice Skeens, Associate Professor, Faculty Athletic Representative (works outside Athletics Department); Sharon Standifer, Eligibility Certification Officer (works outside Athletics Department); Kathleen Fitzpatrick, faculty member, Business Technology
2	Please describe the data analysis completed by the APR Improvement Plan team to identify the issues impacting APR. Documents used for the required data analysis must be uploaded on the "Upload/View Documents" page. Projections for men's basketball APR have been developed to cover the period of time necessary to return to 925 overall APR.
3	Your plan for the current academic year must be reviewed and approved by the chancellor/president and at least two of the following individuals; provost; director of athletics; faculty athletics representative; head coach; compliance director; and/or director of academic support. Indicate the individuals who approved the plan. Provide documentation of the chancellor/president approval by using the signature page located on the "Upload/View Documents". The plan was approved by the following individuals: University President, Athletics Director, Assistant Athletics Director for Academics, and Head Coach.
4	Provide the specific dates (e.g., month, day, year) of when the plan was approved by the three required institutional staff members. November 3, 2010.
5	Describe the process for evaluating the APR improvement plan's effectiveness, including which individuals on the APR improvement plan team were involved in the evaluation. The APR improvement plan will be evaluated by the Athletics Director, Associate Athletics Director for Compliance, the Assistant Athletics Director for Academics, the Head Men's Basketball Coach, and the Academic Performance Committee.
6	Describe new issues or mitigating circumstances impacting the team(s) APR and how those issues are addressed in the current plan. The institution hired a new head coach in men's basketball in March of 2010. This is the third head coach to be employed by the institution since March of 2008. The instability in the head coaching position created a retention issue for student-athletes recruited by the previous staff. This retention issue will be addressed in the improvement plan.

APR Improvement Plan

Issue	Program Area	Team	Initiative/ Measurable Goal	Steps		
				Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Student-athletes complete eligibility but do not graduate.	Retention Monitoring progress toward graduation	Men's Basketball	Achieve 1000 APR for men's basketball student-athletes graduating in the 2010-11 academic year. Currently, one student-athlete is projected to	Initiate degree completion contract for student-athletes approaching final two semesters of academic eligibility. The degree contract is	Associate Athletics Director for Compliance Assistant Athletics Director for Academics Head Coach	Program instituted for the 2010-11 academic year.

			graduate at the conclusion of the 2010-11 academic year.	signed by the student-athlete and head coach prior to the start of the student-athlete's final academic year. The student-athlete asserts that he or she will attend classes regularly, and will pass all courses necessary for graduation. Failure to do so will result in the student-athlete having his or her athletic aid cancelled.		
Loss of eligibility points by student-athletes.	Academic support Monitoring progress toward graduation	Men's Basketball	Achieve 960 APR eligibility score.	Require student-athletes to participate in the following study table hours: Freshmen, 10 hours; Sophomores, eight hours; Juniors, six hours; Seniors, four hours. Study table hours may be increased or reduced based upon the student-athlete's academic underperformance or proficiency. Additionally, on road trips during the week, student-athletes will spend at least 1.5 hours in study table per trip. The study table session(s) is coordinated by the Assistant Academic Director for Academics, who travels with the team.	Assistant Athletics Director for Academics, academic advising staff, coaching staff.	The study table allocation of hours per week was instituted by the new head coach. The road study table policy has been an ongoing program for several years.
	Academic support	Men's Basketball	Achieve 960 APR eligibility score.	Review NCAA eligibility requirements with continuing student-athletes, as well as incoming student-athletes and their families. All student-athletes receive information at the beginning of the year team meetings from both the Associate Athletics Director for Compliance and applicable sport	Associate Athletics Director for Compliance, Assistant Athletics Director for Academics, Athletics Scholarship Coordinator.	This is a continuing program that has proven to be educational and proactive for incoming students and parents.

			academic advisor in separate meetings. Progress toward degree standards are discussed. This information is also included in the student-athlete handbook, which is distributed at the initial team meetings. Incoming freshman student-athletes receive a brief introduction to NCAA eligibility standards by way of a power point presentation at the required student orientation sessions. Parents are typically also present at these orientation sessions.		
Academic support Monitoring progress toward graduation	Men's Basketball	Achieve perfect eligibility score for incoming student-athletes; achieve perfect graduation rate for student-athletes who complete eligibility at the institution.	Implement summer bridge program for men's basketball incoming student-athletes. The summer bridge program provides an opportunity for incoming student-athletes to enroll in six hours of academic coursework, allowing for a less stressful assimilation into the college experience. If necessary, the student-athlete may enroll in developmental coursework required for degree-applicable coursework in later terms. Furthermore, the successful completion of summer bridge classes increases the likelihood of student-athletes meeting eligibility requirements in both the short- (18/24, GPA) and long-term (percentage of degree), leading to degree completion.	Head Coach, Assistant Athletics Director for Academic Affairs.	This is an ongoing program that has been in effect since the summer of 2003.

Academic support Student-athlete development	Men's Basketball	Achieve 960 APR eligibility score.	Initiate "scholar baller" program to recognize student-athletes who are succeeding academically. The program inspires the competitive nature of student-athletes, who earn the patch if they have been successful academically.	Athletics Department academic staff.	Ongoing program organized by life skills coordinator.
Monitoring progress toward graduation	Men's Basketball	Achieve 960 APR eligibility score during 2009-10 academic year.	Professors are asked to provide status reports on student-athletes twice per semester. These reports include feedback on attendance, grades on quizzes, exams, papers, etc., as well as class participation. Also, a short narrative will be provided by the professor to explain the overall progress of the student-athlete. If it is determined that a student-athlete is not performing to expectations, he or she will be assigned mandatory tutoring, regular meetings with an academic advisor, and may have his or her weekly study table requirement increased.	Assistant Athletics Director for Academics.	Ongoing program.
Monitoring progress toward graduation	Men's Basketball	Achieve 960 APR eligibility score during 2009-10 academic year.	Mid-term grades are now posted by Banner system that began operating in the summer of 2008.	Registrar's Office	Ongoing program.
Recruitment of prospective student-athletes Evaluation of academic readiness Admission of prospective student-athletes	Men's Basketball	Achieve perfect APR eligibility score for freshman student-athletes.	All men's basketball recruited prospective student-athletes are evaluated for initial eligibility status. Prospective student-athletes who do not project as initial qualifiers (and are non-Ohio residents) will typically not be admitted to the institution. The institution is an	Associate Athletics Director for Compliance.	Ongoing program that has been effect since 2003.

				open enrollment institution for all Ohio residents.		
	Recruitment of prospective student-athletes Evaluation of academic readiness	Men's Basketball	Achieve perfect APR eligibility score for incoming student-athletes.	The men's basketball academic recruiting philosophy is to recruit good people, from good families, who value a college degree.	Head coach; assistant coaches.	Instituted with the new coaching staff in 2010-11.
	Student-athlete development	Men's Basketball	Achieve 925 APR score by 2012-13.	Student-athletes will be provided a disciplined and structured academic support program from freshman orientation until graduation, including the following areas: academic and career counseling, mandatory study table, study skills development, mandatory class attendance, weekly academic meetings, and tutorial assistance.	Head coach, assistant coaches, Assistant Athletics Director for Academics.	Program initiated by new head coach in 2010-11.
Not sufficient tutorial support for student-athletes.	Academic support	Men's Basketball	Achieve men's basketball APR eligibility score of 960.	Increase tutorial support.	Assistant Athletics Director for Academic Affairs.	Ongoing program. The number of tutorial sessions increased from 889 in 2008-09 to 1,513 in 2009-10.
Student-athlete class attendance.	Missed class time	Men's Basketball	Achieve men's basketball APR eligibility score of 960.	Men's basketball student-athletes are required to attend all classes, with the exception of classes missed for road competition. Additionally, student-athletes are required to sit in the first two rows of the classroom at all times. Assistant coaches check classes every day to ensure students are in class and sitting in the first two rows.	Head coach; assistant coaches; Assistant Athletics Director for Academics.	Program instituted by new head coach for 2010-11 academic year.
Loss of retention points due to instability in the head coaching position.	Retention	Men's Basketball	Achieve APR retention score of 960 in 2010-11.	Interviews will be scheduled with student-athletes at various intervals during the student-athlete's enrollment,	Associate Athletics Director for Compliance; Faculty Athletic Representative; various athletic department senior	Mid-point interviews and transfer exit interviews instituted for 2010-11

				including: 1. Mid-point interviews, to be conducted after the student-athlete's fourth semester as a full-time student. 2. Exit interviews will be conducted with all student-athletes who are released to transfer from the institution. 3. Final exit interviews are conducted with student-athletes who have completed eligibility (ongoing program).	staff members.	academic year. The exit interview process for student-athletes exhausting eligibility has been ongoing for a number of years.

Target APR Chart

Team	APR Year	Single Year APR Goal	Single Year Eligibility APR Goal	Single Year Retention APR Goal	Multi Year APR Goal	Comments
Men's Basketball	2010-11	960	960	960	870	Conservative projection of one lost point each for eligibility and retention.

APR Implementation

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Student-athletes complete eligibility but do not graduate.	Retention Monitoring progress toward graduation	Men's Basketball	Achieve 1000 APR for men's basketball student-athletes graduating in the 2010-11 academic year. Currently, one student-athlete is projected to graduate at the conclusion of the 2010-11 academic year.	Initiate degree completion contract for student-athletes approaching final two semesters of academic eligibility. The degree contract is signed by the student-athlete and head coach prior to the start of the student-athlete's final academic year. The student-athlete asserts that he or she will attend classes regularly, and will pass all courses	Associate Athletics Director for Compliance Assistant Athletics Director for Academics Head Coach	Program instituted for the 2010-11 academic year.

				necessary for graduation. Failure to do so will result in the student-athlete having his or her athletic aid cancelled.		

Was this goal met?

The student-athlete projected to graduate has done so.

Describe the implementation of the steps related to this measurable goal.

The step was implemented, as student-athlete signed degree completion contract at the beginning of final year. The degree completion contract has been attached.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Loss of eligibility points by student-athletes.	Academic support Monitoring progress toward graduation	Men's Basketball	Achieve 960 APR eligibility score.	Require student-athletes to participate in the following study table hours: Freshmen, 10 hours; Sophomores, eight hours; Juniors, six hours; Seniors, four hours. Study table hours may be increased or reduced based upon the student-athlete's academic underperformance or proficiency. Additionally, on road trips during the week, student-athletes will spend at least 1.5 hours in study table per trip. The study table session(s) is coordinated by the Assistant Academic Director for Academics, who travels with the team.	Assistant Athletics Director for Academics, academic advising staff, coaching staff.	The study table allocation of hours per week was instituted by the new head coach. The road study table policy has been an ongoing program for several years.

Was this goal met?

The goal was met, as the team achieved a 962 APR eligibility score in 2010-11.

Describe the implementation of the steps related to this measurable goal.

The study table component was implemented. The Assistant Athletics Director for Academics did not travel with the team, however.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Loss of eligibility points by student-athletes.	Academic support	Men's Basketball	Achieve 960 APR eligibility score.	Review NCAA eligibility requirements with continuing student-athletes, as well as incoming student-athletes and their families. All student-athletes receive information at the beginning of the year team meetings from both the Associate Athletics Director for Compliance and applicable sport academic advisor in separate meetings. Progress toward degree standards are discussed. This information is also included in the student-athlete handbook, which is distributed at the initial team meetings. Incoming freshman student-athletes receive a brief introduction to NCAA eligibility standards by way of a power point presentation at the required student orientation sessions. Parents are typically also present at these orientation sessions.	Associate Athletics Director for Compliance, Assistant Athletics Director for Academics, Athletics Scholarship Coordinator.	This is a continuing program that has proven to be educational and proactive for incoming students and parents.

Was this goal met?

The goal was achieved, as the program secured a 962 APR eligibility score in 2010-11.

Describe the implementation of the steps related to this measurable goal.

All steps were implemented.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Loss of eligibility points by student-athletes.	Academic support Monitoring progress toward graduation	Men's Basketball	Achieve perfect eligibility score for incoming student-athletes; achieve perfect graduation rate for student-athletes who complete eligibility at the institution.	Implement summer bridge program for men's basketball incoming student-athletes. The summer bridge program provides an opportunity for incoming student-athletes to enroll in six hours of academic coursework, allowing for a less stressful assimilation into the college experience. If necessary, the student-athlete may enroll in developmental coursework required for degree-applicable coursework in later terms. Furthermore, the successful completion of summer bridge classes increases the likelihood of student-athletes meeting eligibility requirements in both the short- (18/24, GPA) and long-term (percentage of degree), leading to degree completion.	Head Coach, Assistant Athletics Director for Academic Affairs.	This is an ongoing program that has been in effect since the summer of 2003.

Was this goal met?

The goal was achieved, as all eligibility points were earned by incoming student-athletes during the 2010-11 academic year.

Describe the implementation of the steps related to this measurable goal.

All of the steps were implemented. During the summer of 2011, four incoming student-athletes (all freshmen) enrolled in six hours of summer bridge coursework. None of the coursework taken by any incoming student-athlete was developmental. The GPAs achieved in the summer bridge program were as follows: 3.165; 3.665; 3.500; 3.165 (information attached).

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Loss of eligibility points by student-athletes.	Academic support Student-athlete development	Men's Basketball	Achieve 960 APR eligibility score.	Initiate "scholar baller" program to recognize student-athletes who are succeeding academically. The program inspires the competitive nature of student-athletes, who earn the patch if they have been successful academically.	Athletics Department academic staff.	Ongoing program organized by life skills coordinator.

Was this goal met?

The goal was met, as the program achieved a 962 APR eligibility score in 2010-11.

Describe the implementation of the steps related to this measurable goal.

Student-athletes were recognized as "scholar ballers" during the 2010-11 academic year. In 2011-12, student-athletes will wear patches on their warm-ups.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Loss of eligibility points by student-athletes.	Monitoring progress toward graduation	Men's Basketball	Achieve 960 APR eligibility score during 2009-10 academic year.	Professors are asked to provide status reports on student-athletes twice per semester. These reports include feedback on attendance, grades on quizzes, exams, papers, etc., as well as class participation. Also, a short narrative will be provided by the professor to explain the overall progress of the student-athlete. If it is determined that a student-athlete is not performing to	Assistant Athletics Director for Academics.	Ongoing program.

				expectations, he or she will be assigned mandatory tutoring, regular meetings with an academic advisor, and may have his or her weekly study table requirement increased.		

Was this goal met?

The goal was met, as the team achieved a 962 APR eligibility score in 2010-11.

Describe the implementation of the steps related to this measurable goal.

All steps were implemented.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Loss of eligibility points by student-athletes.	Monitoring progress toward graduation	Men's Basketball	Achieve 960 APR eligibility score during 2009-10 academic year.	Mid-term grades are now posted by Banner system that began operating in the summer of 2008.	Registrar's Office	Ongoing program.

Was this goal met?

The goal was met, as the program achieved a 962 APR eligibility score in 2010-11.

Describe the implementation of the steps related to this measurable goal.

The steps were implemented.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Loss of eligibility points by student-athletes.	Recruitment of prospective student-athletes Evaluation of academic readiness	Men's Basketball	Achieve perfect APR eligibility score for freshman student-athletes.	All men's basketball recruited prospective student-athletes are evaluated for initial eligibility status. Prospective student-athletes	Associate Athletics Director for Compliance.	Ongoing program that has been effect since 2003.

	Admission of prospective student-athletes			who do not project as initial qualifiers (and are non-Ohio residents) will typically not be admitted to the institution. The institution is an open enrollment institution for all Ohio residents.		

Was this goal met?

The goal was met, as all possible eligibility points were earned by freshman student-athletes.

Describe the implementation of the steps related to this measurable goal.

All steps were implemented. The four incoming scholarship student-athletes (all freshmen) reached qualifier status. Of the four freshmen, three are Michigan residents, and one is from Illinois. As identified in goal #4, all freshmen had summer bridge GPAs over 3.00.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Loss of eligibility points by student-athletes.	Recruitment of prospective student-athletes Evaluation of academic readiness	Men's Basketball	Achieve perfect APR eligibility score for incoming student-athletes.	The men's basketball academic recruiting philosophy is to recruit good people, from good families, who value a college degree.	Head coach; assistant coaches.	Instituted with the new coaching staff in 2010-11.

Was this goal met?

The goal was met, as all possible eligibility points were earned by incoming student-athletes.

Describe the implementation of the steps related to this measurable goal.

All of the steps were implemented.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Loss of eligibility points by student-athletes.	Student-athlete development	Men's Basketball	Achieve 925 APR score by 2012-13.	Student-athletes will be provided a disciplined and	Head coach, assistant coaches, Assistant Athletics	Program initiated by new head

				structured academic support program from freshman orientation until graduation, including the following areas: academic and career counseling, mandatory study table, study skills development, mandatory class attendance, weekly academic meetings, and tutorial assistance.	Director for Academics.	coach in 2010-11.

Was this goal met?

This is an ongoing process. More information will be available at the conclusion of the 2011-12 academic year.

Describe the implementation of the steps related to this measurable goal.

All steps were implemented. A sample weekly academic report has been attached. The reports are kept by the coaching staff.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Not sufficient tutorial support for student-athletes.	Academic support	Men's Basketball	Achieve men's basketball APR eligibility score of 960.	Increase tutorial support.	Assistant Athletics Director for Academic Affairs.	Ongoing program. The number of tutorial sessions increased from 889 in 2008-09 to 1,513 in 2009-10.

Was this goal met?

The goal was met, as the men's basketball program achieved a 962 APR eligibility score in 2010-11. In all, men's basketball student-athletes attended 85 tutoring sessions during the course of the 2010-11 academic year.

Describe the implementation of the steps related to this measurable goal.

All steps were implemented. There were 1,141 individual tutoring sessions during the 2010-11 academic year; 85 sessions took place with men's basketball student-athletes (tutoring report attached). The total amount spent by the athletics department for tutorial assistance in 2010-11 came to $23,541.45.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Student-athlete class attendance.	Missed class time	Men's Basketball	Achieve men's basketball APR eligibility score of 960.	Men's basketball student-athletes are required to attend all classes, with the exception of classes missed for road competition. Additionally, student-athletes are required to sit in the first two rows of the classroom at all times. Assistant coaches check classes every day to ensure students are in class and sitting in the first two rows.	Head coach; assistant coaches; Assistant Athletics Director for Academics.	Program instituted by new head coach for 2010-11 academic year.

Was this goal met?

The goal was met, as the program achieved a 962 APR eligibility score in 2010-11.

Describe the implementation of the steps related to this measurable goal.

All steps were implemented. Coaches were notified by the professor if a particular student-athlete did not attend class. Additionally, coaches kept weekly academic reports on their assigned student-athletes. A sample copy of a weekly report has been attached.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Loss of retention points due to instability in the head coaching position.	Retention	Men's Basketball	Achieve APR retention score of 960 in 2010-11.	Interviews will be scheduled with student-athletes at various intervals during the student-athlete's enrollment, including: 1. Mid-point interviews, to be conducted after the student-athlete's fourth semester as a full-time student. 2. Exit interviews will be conducted with all student-athletes who are released to transfer	Associate Athletics Director for Compliance; Faculty Athletic Representative; various athletic department senior staff members.	Mid-point interviews and transfer exit interviews instituted for 2010-11 academic year. The exit interview process for student-athletes exhausting eligibility has been ongoing for a number of years.

from the institution.
3. Final exit interviews are conducted with student-athletes who have completed eligibility (ongoing program).

Was this goal met?

The goal was not met, as the program achieved a 920 APR retention score in 2010-11. The program lost two eligibility points due to:
1. A student-athlete transferring from the program due to character and attitude issues. This student-athlete was NOT recruited by current coaching staff.
2. A student-athlete who left the program largely from issues related to playing time.

Describe the implementation of the steps related to this measurable goal.

All steps were implemented. Mid-point surveys were not conducted, as the program does not have a student-athlete who has completed two years of eligibility at the institution. Of the four student-athletes who left the program in 2010-11, three provided exit interviews. The interviews are attached.

PROJECTED MEN'S BASKETBALL APR 2009-10

	BEST CASE			WORST CASE		
Student	Earned	Possible		Earned	Possible	0/2
Albrecht	1	1		1	1	
Anyijong	4	4		4	4	
Barnett	4	4		4	4	
Bastfield	4	4		4	4	
Dressler	4	4		4	4	
Freelove	4	4		4	4	
Griffin	4	4		4	4	
Humes	4	4		4	4	
Johnson	3	4	Enrolled for Spring Semester?	0	2	
Lo	4	4		4	4	
Russell	4	4		4	4	
Salter	4	4		4	4	
Taylor	4	4		4	4	
Watson	4	4		4	4	
2009-10	52	53	0.981	49	51	0.961
Plus Ones						
2006-07	38	41	0.927	38	41	0.927
2007-08	38	46	0.826	38	46	0.826
2008-09	39	48	0.813	39	48	0.813
Bonus						
4-year APR:	167	188	0.888	164	186	0.882

Contemporaneous Penalties
Cannot replace student-athlete with eligibility remaining that leaves the program and is ineligible.
Historical Penalties Status:
The overall APR score will trigger first occasion historical penalties (warning letter). An academic recovery plan will be required.

Contemporaneous Penalties
Sterling (applied to 2009-10)
Tubbs (could be applied to 2010-11)

	BEST CASE		WORST CASE		
Student	Earned	Possible	Earned	Possible	0/2

Albrecht receives 1/1 due to overall GPA over 2.600.

PROJECTED MEN'S BASKETBALL APR 2008-09

	BEST CASE			WORST CASE		
Student	Earned	Possible		Earned	Possible	0/2
Albrecht	4	4		4	4	
Amos	4	4	Graduated	4	4	
Anyijong	4	4		4	4	
Bastfield	4	4		4	4	
Johnson	4	4	Eligibility Exhausted, Did Not Graduate	2	4	
Kent	2	4	Eligibility Exhausted, Did Not Graduate	2	4	
Lo	4	4		4	4	
Okafor	1	2	Mid-Year Transfer	1	2	
Rodriguez	2	2	Mid-Year Addition	2	2	
Salter	4	4		4	4	
Sterling	4	4	Transferred, Ineligible (Contemporaneous Penalty)	2	4	X
Taylor	4	4		4	4	
Tubbs	3	4	Transferred, Ineligible (Contemporaneous Penalty)	2	4	X
2008-09	44	48	0.917	39	48	0.813
Plus Ones						
2005-06	56	56	1.000	56	56	1.000
2006-07	38	41	0.927	38	41	0.927
2007-08	37	46	0.804	37	46	0.804
Bonus						
4-year APR:	175	191	0.916	170	191	0.890

Contemporaneous Penalties

Cannot replace student-athlete with eligibility remaining that leaves the program and is ineligible.

Historical Penalties Status:

The overall APR score will trigger first occasion historical penalties (warning letter). An academic recovery plan will be required.

0/2's

Sterling
Tubbs

Student	BEST CASE Earned	BEST CASE Possible	WORST CASE Earned	WORST CASE Possible	0/2

PROJECTED MEN'S BASKETBALL APR 2009-10

	BEST CASE			WORST CASE		
Student	Earned	Possible		Earned	Possible	0/2
Albrecht	1	2	Enrolled at JC- does not qualify for 2.600 exception.	1	2	
Anyijong	4	4		4	4	
Barnett	4	4		4	4	
Bastfield	4	4		4	4	
Dressler	4	4		4	4	
Freelove	4	4		4	4	
Griffin	4	4		4	4	
Humes	4	4		4	4	
Johnson	0	2	Ineligible, not enrolled for spring.	0	2	
Lo	4	4		4	4	
Russell	4	4		4	4	
Salter	4	4		4	4	
Taylor	4	4		4	4	
Watson	4	4		4	4	
2009-10	49	52	0.942	49	52	0.942
Plus Ones						
2006-07	38	41	0.927	38	41	0.927
2007-08	38	46	0.826	38	46	0.826
2008-09	39	48	0.813	39	48	0.813
Bonus						
4-year APR:	164	187	0.877	164	187	0.877

Contemporaneous Penalties

Cannot replace student-athlete with eligibility remaining that leaves the program and is ineligible.

Historical Penalties Status:

The overall APR score will trigger first occasion historical penalties (warning letter). An academic recovery plan will be required.

Contemporaneous Penalties

Sterling (applied to 2009-10)

Tubbs (could be applied to 2010-11, pending APR waiver)

Student	BEST CASE Earned	BEST CASE Possible	WORST CASE Earned	WORST CASE Possible	0/2

THE UNIVERSITY OF TOLEDO ROCKETS

UNIVERSITY ACADEMIC POLICIES & PROCEDURES

ACADEMIC INFORMATION AT A GLANCE

1 CREDIT = 1 HOUR OF CLASS PER WEEK

Most classes are 3 credit classes (3 hours/week).

UNIVERSITY CORE CURRICULUM (27-30 HOURS)

The main purpose of a University-wide core curriculum is to provide students with a set of unifying ideas and purposes by which they develop an awareness of their common humanity. Through this common core, students are introduced to principles that underlie the humanities/fine arts, natural sciences, social sciences, and the diversity of human experience. The core is designed to fulfill eight intellectual competencies:

1. Inquiry: Abstract logical thinking, critical analysis, decision-making, and other aspects of rational process;
2. Communication: writing, reading, speaking, listening;
3. Understanding mathematical and quantitative concepts: Ability to understand and analyze numerical data;
4. Historical consciousness and social awareness;
5. Scientific inquiry;
6. Values: Ethical mode of thinking; ethical perception;
7. Aesthetic mode of thinking: Creative expression; and
8. Information acquisition and use.

The core curriculum consists of the following components:

I. Skill Areas (6 hours)	
English Composition II (ENGL 1130 or higher)	3 hours
Mathematics (any course MATH 1180 to MATH 2600)	3 hours
II. Competency Areas (21-24 hours)	
Humanities/Fine Arts	6 hours
Social Sciences	6 hours
Natural Sciences (including at least one lab)	6 hours
Multicultural (one *Diversity of U.S. Culture* and one *Other than U.S.*)	6 hours

REQUIREMENTS FOR GRADUATION

A student who has completed any of the four-year collegiate curricula, the core curriculum requirements and any additional department or college requirements with a minimum cumulative GPA of 2.0 at The University of Toledo may become a candidate for a bachelor's degree. Candidates must present a minimum of **124 semester hours of credit.** Many programs require a higher minimum. Hours counted toward degree requirements may vary depending upon the college degree program in which the student is enrolled.

RESIDENCY REQUIREMENTS FOR A DEGREE

Every college of The University of Toledo requires a student to earn a specific number of hours as a University of Toledo student.

Some colleges require a specific number of hours be taken as a student registered in that college. In addition, residency hours may be required in specific classes, specific programs and/or in specific semesters prior to the proposed semester when the student plans to graduate.

ACCEPTANCE OF TRANSFER CREDIT

Upon admission of a new transfer student, all credits earned or attempted and all grades received in college-level courses are evaluated.

- Students who have completed an associate's degree from a state-assisted Ohio institution with a cumulative grade point of 2.0 or better will receive transfer credit for all college-level courses in which a grade of D- or better has been earned (for courses taken during Fall 2005 and after).
- Students, who have not earned an associate's degree, and those transferring from non-Ohio regionally

accredited institutions, will receive transfer credit for all college-level courses in which a grade of C or better has been earned.

Admission to a given institution, however, does not guarantee that a transfer student automatically will be admitted to all majors, minors, or fields of concentration at the institution. Once admitted, transfer students shall be subject to the same regulations governing applicability of catalog requirements as all other students. Furthermore, transfer students shall be accorded the same class standing and other privileges as all other students on the basis of the number of credits earned. All residency requirements must be completed successfully at the receiving institution prior to the granting of a degree.

THE COLLEGE OFFICE AND ACADEMIC ADVISOR

It is essential that students establish and maintain a close relationship with their academic advisor. Each student is assigned an advisor in his or her academic program. Students who have not yet declared a major will be assigned an advisor in the Student Success Center to provide guidance. Students in most departments have the option of changing advisors. To do so, the individual should first obtain the agreement of another member of the department to become his or her new adviser and then inform the department office of the proposed change.

The college advisor will support the student in pursuing personal academic goals by reviewing information on course requirements, recommended class schedules, and procedures for registration and schedule changes. **It is the student's responsibility, however, to be informed of all requirements, procedures, and deadlines and to follow through with all academic obligations.**

COURSE REGISTRATION PROCESS

INCOMING STUDENTS

Once a completed admission application and all required materials have been submitted and the student is granted tentative admission (tentative on receipt of final grades and test scores), the student's name will be forwarded to the college designated on the admission application. The New Student Orientation office will send information about the University's required Rocket Launch or Rocket Transition orientation program, which includes advising and enrollment for fall courses.

RETURNING STUDENT-ATHLETES

Each Fall and Spring student-athletes are given priority registration privileges for the upcoming academic semester (summer, fall, and spring). This process involves meeting with a college advisor and completing a **Student-Athlete Academic Plan of Degree Coursework** (*sample on following page*), which can be obtained in the Rocket Academic Center. Prior to the course registration period, a tentative schedule of classes is available online at

http://www.registrar.utoledo.edu/ScheduleOfClasses/default.html.

The student-athlete's Academic Coordinator in the Rocket Academic Center places an athletic advising hold on his or her account until the individual meets with a college advisor. At the advising appointment, the advisor will sign the completed Academic Plan. The student-athlete must then provide the Academic Coordinator with a signed copy of the plan. At that point the advising hold will be removed so that the student-athlete can enroll on his or her *myUT* account. The hold will be added to the student's account again after the priority registration period. Any schedule changes beyond that point must then be cleared through the Academic Coordinator.

HELPFUL HINTS FOR REGISTRATION:

- Review the program check sheet from the academic department. Determine if the program requires any specific "core" classes to fulfill university degree requirements.
- Develop a class schedule with the college advisor and discuss alternate classes in case preferred classes are not available.
- Be sure to note the subject number, course number, section number, and 5-digit call number for ease of registration.
- Note the time and duration of lab and large lecture courses. Most science courses and several introductory courses include weekly labs or discussion sections, which are offered at varied times and locations
- Avoid schedule conflicts. For instance, some classes and labs run longer than one hour and could conflict with another class.
- It is critical when registering for classes to avoid scheduling class during practice time.
- Maintaining accurate address information is the student's responsibility. Registration billings will be mailed to your permanent address.

NCAA Percentage of Degree required by

August 2009 _____ August 2010 _____

THE UNIVERSITY OF TOLEDO

Rocket Academic Center for Student-Athletes

STUDENT-ATHLETE ACADEMIC PLAN OF DEGREE COURSEWORK

2009-2010 Academic Year

This form will be used to monitor this student-athlete's degree progress in the academic program listed below. The information provided below will assist academic center staff in tracking this student-athlete's NCAA eligibility and progress toward graduation.

Student _____ Sport _____

Advisor _____ Academic Program _____

STUDENT: Please be sure the schedule you select is based on semester availability of coursework and graduation requirements. Clearly indicate any summer school (including internship) needs. Be sure the selected courses are offered in the semester indicated.

Summer 2009

Course	Credits
	TOTAL

Fall 2009		**Spring 2010**	
Course	Credits	Course	Credits
	TOTAL		TOTAL

_____ _____

College Advisor **Academic Department**

The courses listed above are degree requirements and count toward the student-athlete's graduation in his/her current major (courses in a minor do not count unless they are within the primary academic program).

ADVISOR COMMENTS:

_____

_____

_____ _____

Student-Athlete Signature **Date** **College Advisor Signature** **Date**

REGISTRATION POLICIES

CLASS OWNERSHIP

Once a student registers for classes, he or she will be held responsible for all fees. Students maintain their course schedules on their *myUT* account. This is particularly important for those **students with financial aid** whose fees are

paid automatically at the time of registration. If the student chooses not to take any or all of the classes in which he or she has enrolled, it will be necessary for the student to process a drop form in the registration area.

REGISTRATION HOLDS

1. Each student must, each term, pay all tuition, fees and fines due to the University. Students' accounts must be kept current to be able to enroll in courses and obtain University documents and services.

   A student with a past due balance may expect the following: a) registration for succeeding terms will not be permitted; b) an official transcript will not be issued; c) a diploma will not be released; d) amounts due may be withheld from refunds, paychecks, grants, awards, or other payments due from the university.

2. Registrations in the current term will be dropped/purged for non-payment of fees.

   All students must drop classes prior to the first day of the term to receive 100% credit/refund. This will be communicated on the first two billing invoices for each term and on *myUT*.

CHANGE OF SCHEDULES

Following initial course registration and through the third day of a term (second day for summer sessions), student-athletes may change course schedules for that semester only after consulting with their Academic Coordinator in the Rocket Academic Center. Registration can be completed on the *myUT* account or in the Registrar's Office in 1200 Rocket Hall.

ADDING A CLASS OR REGISTERING LATE

As long as space is available in a course, a student may add a course or register late within the first three calendar days of a semester without the instructor's signature. Students wishing to add a class between the 4th and 15th calendar days of a new term may be able to do so with an approved signature. A late registration fee is assessed for initial registration (first time enrolling in any class in a term) on or after the first day of the semester.

Between the 4th and 15th calendar days, an instructor's signature is required. This includes changes to a different section of the same course. Course Request Forms are available in your college office or in the Rocket Academic Center. A department validation stamp may also be required in certain academic departments. During this period, students may add courses only in person in the Office of the Registrar in 1200 Rocket Hall.

DROPPING A CLASS

During the first fifteen (15) calendar days, a student may drop from a class with no record on the student's transcript. Consult the University's academic calendar for specific dates.

Students may drop a class using *myUT at http://myut.utoledo.edu/*. Classes may also be dropped by in Rocket Solution Central in Rocket Hall.

WITHDRAWING FROM A CLASS

From the fifteenth calendar day to the last day of the tenth week of the fall and spring semesters, a student may withdraw from a class.

Withdrawal deadlines will be proportional for summer and special classes that do not meet for the duration of standard start/stop dates each term.

Students may withdraw from a class only by obtaining a withdrawal petition from the Office of the Registrar in 1200 Rocket Hall. The instructor's permission is not required. A grade of "W" will appear on the student's transcript.

WITHDRAWAL POLICIES

Colleges may limit the total number of "W" grades a student may submit. Consult the college advisor concerning the policy of specific academic programs.

INCOMPLETE GRADE

The grade of "IN" is assigned only in extraordinary cases when unexpected conditions prevent a student from completing the requirements of the course within the term of enrollment. The student must complete the required work before the end of the following semester in which the grade is received (excluding summers); otherwise the Office of the Registrar will convert the "IN" to a grade of "F". The student may initiate a request for an additional semester to complete the work for the grade (excluding summers). The extension is granted upon the approval of the faculty member and the Associate Dean of the college offering the course. **The incomplete grade will not be factored in computing the student's grade point average.**

PLACEMENT TESTS

Students with an ACT English sub-score of 20 or higher are eligible to enroll in Composition I (ENGL 1110). All other students must take the English Composition placement test before registering for College Composition. On the basis of this test, a student will be placed in Academic Writing (SKLS 0990), Writing and Grammar for Students with English as a Second Language (ENGL 1020), Composition I with Workshop (ENGL 1100), Composition I (ENGL 1110) or Composition II (ENGL 1130-1150). Students with prior college credit in English composition should check with a college advisor.

Placement tests also are given in foreign languages, chemistry and mathematics, and to evaluate computer proficiency

(business majors only). ACT math sub-scores in conjunction with the student's high school work may substitute for the placement tests.

TRAVEL LETTERS FOR ATHLETIC COMPETITION

The Rocket Academic Center works closely with coaches and appropriate athletic department staff to provide official verification of dates of athletic competition away from campus. Such University-approved events fall within the parameters of UT's Missed Class Policy. It is the student-athlete's responsibility to notify each instructor of University-approved travel in advance of absence from class. It is instructor's discretion of how and when work is to be completed. It is strongly recommended that the student-athlete meet with each instructor beforehand to make arrangements to complete any assignments that might be missed.

The following procedure should be followed:

1. At the beginning of each semester, the student-athlete will be provided with a letter from the Assistant Athletics Director for Academics, which includes the team's competition schedule and dates of scheduled travel. This is to be given to each professor and discussed during the first week.
2. The student-athlete is responsible for making up all missed assignments, quizzes, and exams.
3. TRAVEL EXCUSES ARE NOT TO BE USED AS A JUSTIFIABLE REASON NOT TO MEET CLASS EXPECTATIONS THAT HAVE BEEN CLEARLY OUTLINED BY THE INSTRUCTOR.

UNDERGRADUATE PROGRAMS OF STUDY

COLLEGE OF ARTS AND SCIENCES

Africana Studies
American Studies
Anthropology
Art
Art History
Asian Studies
Astronomy
Biology
Chemistry
Communication
Economics
English
Environmental Sciences
Environmental Studies
European Studies
Film
French
General Studies
Geography and Planning
Geology
German
Global Studies
History
Humanities
Interdisciplinary Studies
Latin American Studies
Law and Social Thought
Linguistics
Mathematics
Medical Technology
Medieval and Renaissance Studies
Middle East Studies

Music
Philosophy
Physics
Political Science
Pre-Law (not a major — students select a major from one of UT's fields of study)
Pre-Medical/ Pre-Dentistry/ Pre-Veterinary (not a major — students select a major from one of UT's fields of study)
Psychology
Religious Studies
Sociology
Spanish
Theatre
Urban Studies
Women's and Gender Studies

COLLEGE OF BUSINESS ADMINISTRATION

Accounting
Business Analysis
Electronic Commerce
Entrepreneurship, Family and Small Business
Finance
Financial Services
Human Resource Management
Information Systems
International Business
Marketing
Operations Management
Organizational Development & Management
Professional Sales
Supply Chain Management

COLLEGE OF EDUCATION

Adolescent and Young Adult Education
Integrated Language Arts
Integrated Mathematics
Integrated Social Sciences
Science (nine options)
Career and Technical Education
Health Careers Education
Industrial Engineering Systems
Integrated Business Education
Early Childhood Education
Pre-Kindergarten-Primary (PreK-3)
Middle Childhood Education
Language Arts
Mathematics
Science
Social Studies
Multi-Age Education (PreK-12)
Visual Arts

Music
Physical Education
Health
Foreign Language
French
German
Spanish
Special Education
Intervention Specialist
Early Childhood (PreK-3)
Mild/Moderate Special Needs (K-12)
Moderate/Intensive Special Needs (K-12)
Visually Impaired (PreK-12)

COLLEGE OF ENGINEERING

Bioengineering
Chemical Engineering
Civil Engineering
Computer Science and Engineering
Electrical Engineering
Industrial Engineering
Mechanical Engineering
Engineering Technology
Computer Science &
Engineering Technology
Construction Engineering Technology
Electrical Engineering Technology
Mechanical Engineering Technology

COLLEGE OF HEALTH AND HUMAN SERVICES

Cardiovascular Technology
Community Health
Criminal Justice
Emergency Medical Health Services
Exercise Science
Athletic Training
Biomechanics
Clinical Exercise Specialist
Exercise Physiology
Kinesiotherapy
Pre-Physical Therapy
Health Care Administration
Health Information Management
Nursing, R.N. (A.D.N.)
Nursing, B.S.
Nursing Home Administration
Paralegal Studies
Recreation and Leisure Studies
Recreational Therapy
Respiratory Care
Social Work

Speech Language Pathology

COLLEGE OF PHARMACY

Pharmaceutical Sciences

Medicinal and Biological Chemistry

Pharmaceutics

Pharmacology/Toxicology

Pharmacy Administration

Doctor of Pharmacy

UNIVERSITY COLLEGE

Administrative Services

Adult Liberal Studies

Individualized Programs

THE UNIVERSITY OF TOLEDO ROCKETS

STUDENT-ATHLETE ACADEMIC SERVICES

OVERVIEW OF ROCKET ACADEMIC CENTER

Recognizing the special needs of student-athletes in regard to success in the classroom, the Athletic Department provides academic support to reach the individual's full potential in college. Rocket Academic Center staff, listed below, will provide support and guidance for academic and personal goals of all student-athletes.

- **Drew Scales**, Assistant Athletics Director for Academics
- **Sue Irmen**, Director of CHAMPS/Life Skills Program and Academic Coordinator
- **Stacy Bowers**, Academic Coordinator
- **Laura Johnson**, Learning Specialist

The program provides a variety of services to student-athletes, including:

- Tracking of students' eligibility and academic progress;
- Regular communication with faculty concerning student-athletes' academic performance;
- Targeting, a comprehensive time management and organizational skills program for incoming and at-risk students;
- Provision and coordination of tutoring services;
- Research assistance with Brian Hickam, the academic center's Library Liaison;
- Coordination and monitoring of study table
- Referral to academic and administrative units on campus; and
- Life Skills programming to provide a well-rounded experience in college, and an array of information on topics including time management, study skills and strategies, test preparation, and a multitude personal development areas.

Academic Coordinators in the Rocket Academic Center are responsible for monitoring each student-athlete's academic progress and keeping coaches informed of academic issues. The Rocket Academic Center staff is eager to assist all students-athletes with a fulfilling academic future, securing tutoring, and providing guidance concerning study habits and study skills. **Our doors are always open!**

Sharon Standifer and **Patricia Mattson** serve as the University's athletic eligibility officers. Located in Rocket Hall, their role with athletics includes maintaining academic records, keeping coaches and student-athletes informed concerning eligibility, and communicating with college advisors to ensure that student-athletes are taking classes that meet requirements in their chosen academic program.

TARGETING

Targeting is a time management and organizational program designed for freshmen, new transfer students and other returning students who are not performing up to their potential academically. Student-athletes meet weekly or biweekly with their academic coordinator to discuss their academic progress, upcoming assignments, eligibility issues and academic and career planning. The primary goal of targeting is ensure that student-athletes develop the skills necessary to be successful **prior to academic difficulty**. Each Academic Coordinator helps students track their

progress in classes by collecting syllabi, reviewing course requirements, and assessing their academic performance. Additionally, staff works with student-athletes to improve study habits and skills and gain a thorough understanding of the university's academic structure. Furthermore, the student will develop a plan for the following week and set short-term academic goals, as well as discuss and record any new grades, assignments, missed classes, etc.

A second objective of the program is to enable students to become self-sufficient in assuming responsibility for their own academic success by utilizing the skills discussed above. **The time period that a student-athlete is involved with the program is dependent upon their academic progress.**

A. Targeting will continue for all first-year and transfer students through the end of the first semester.

B. After the first semester, the individual's GPA will determine targeting requirements. As a general rule:

   1. Freshmen below a 3.00 GPA will continue in the targeting program for the remainder of the academic year.
   2. Transfers below a 2.50 GPA at UT will continue targeting for the remainder of the academic year.
   3. Continuing students will remain on tracking until their cumulative GPA is above 2.30.
   4. Academic support staff and coaches reserve the right to make exceptions to these guidelines.

C. Students not involved in targeting may be placed in the program if their grade reports from faculty are unsatisfactory.

TUTORING

The Rocket Academic Center coordinates tutoring services for student-athletes. **Laura Johnson**, Learning Specialist, provides assistance with writing and study strategies and is available for both walk-in services and by appointment. The most important study skills that can be developed are those that complement the individual's learning style. Many student-athletes have visual-spatial learning strengths. Laura can customize study strategies if traditional classroom instruction and studying techniques are not effective.

Additionally, Laura oversees a group of volunteer professionals in the community who offer help in math, economics and business classes. Furthermore, the Rocket Academic Center fosters close working relationships with other support services on campus, including the Carlson Library, Office of Accessibility, Learning Enhancement Center (LEC), and the Writing Center. Staff maintain current tutoring schedules through these offices to refer student-athletes as needed. The LEC also offers supplemental instruction (SI), group help and test preparation sessions facilitated by a student who has taken one of many introductory math and science courses. **It is critical for student-athletes to inform their Academic Coordinator of any difficulties immediately, to prevent any academic issues from developing into major problems.**

RESEARCH ASSISTANCE

The Rocket Academic Center maintains a close relationship with the Carlson Library. **Brian Hickam**, University Reference Librarian, schedules office hours in the Rocket Academic Center to provide assistance with research for papers and other coursework using Internet search engines and *OhioLink*, the state's network of educational databases. He also offers help by appointment throughout the week at the reference desk in the library.

STUDY TABLE

Rocket Academic Center staff and coaches require participation in regularly scheduled study table. Each coach upholds specific academic standards that must be met by their respective student-athletes. Academic Coordinators and coaches collaborate and will inform student-athletes of study table obligations. Study table is not intended to be punishment. Rather, it is a constructive way for student-athletes to enhance their academic performance. Study table also provides student-athletes with an opportunity to meet with tutors for assistance. Study Table attendance is mandatory for all incoming freshmen student-athletes!

<u>Rocket Academic Center Hours and Location:</u>
2030 Larimer Athletic Complex

- 8:15 a.m. to 9:00 p.m. Monday-Thursday
- 8:15 a.m. to 5:00 p.m. Friday
- 5:00 p.m. to 9:00 p.m. Sunday

The following policies will be enforced during the academic year.

1. No food or drink.
2. No sleeping while in study table
3. No headphones unless required for a class
4. No cell phone use (keep them turned off and in your book bags).
5. Use of tobacco products is not permitted

6. No hats.
7. Study table is a time to work quietly. No socializing with other students.
8. Computer use is for academic work only.
9. Student-athletes are expected to check in/out with study table monitor in order for their time to be recorded.

COMPUTER LAB AND LAPTOP COMPUTERS

- The academic center utilizes 13 Dell workstations that are available only to student-athletes. All computers are connected to the University mainframe and are equipped with Netscape, Microsoft Word, Excel, and the UTAD email system.
- Two laptop computers are also available for athletes to check out when traveling for competition. These computers can be checked out through the Assistant Athletics Director for Academics.

COMPUTER LAB GUIDELINES

1. NO INAPPROPRIATE WEBSITES, SCREEN SAVERS, OR PICTURES!

   This limitation includes using Facebook, mySpace and other personal websites.

   1st TIME: The individual will receive a warning, the coach will be informed and study table hours will not be counted.

   2nd TIME: Coach will be informed and the student-athlete will be subject to suspension from use of computer lab.

   ***You will still be required to attend study table but will not be allowed to use computers!**

2. EMAIL USAGE: Emailing professors (i.e. academic use) is encouraged. Emailing family and friends is allowed only if no one is waiting for a computer and if it is not during your assigned study table time.
3. PRINTER
   a. **Print only one copy of papers, assignments, and online research materials.** If you need more than one copy, take document to copier on campus and make copies.
   b. **Print only academic documents:** papers, assignments, research articles, syllabi and material from course websites.
   c. **Seek assistance from a staff member if the printer is not working. Do not repeatedly cue the document to print.**

ACADEMIC PROGRESS REPORTS

Academic progress reports are mailed to faculty of all student-athletes twice each semester. Reports will request information from instructors regarding attendance, class participation, grades, assignments, problem areas, and suggestions to increase success.

Student-athletes who receive unsatisfactory grade reports or negative feedback will be required to follow up with their Academic Coordinator and appropriate professors. Progress reports are a helpful tool for student-athletes to assess their effort and progress in each course and to make improvements where necessary. Such feedback also encourages students to meet with instructors during office hours for additional help. This information will be distributed promptly to head coaches of each sport program.

NCAA CHAMPS/LIFE SKILLS PROGRAM

The NCAA CHAMPS/Life Skills Program offers programming to cultivate student-athletes' lives in five main areas: academic excellence, athletic excellence, personal development, career development, and commitment to service. Created in 1991, Life Skills Programs at NCAA member institutions are supported nationally through the promotional and financial efforts of the NCAA Foundation, the NCAA and the Division I-A Athletic Directors' Association.

At The University of Toledo, the Director of CHAMPS/Life Skills coordinates events in the areas of community outreach through the "Rockets 'Round Town" program, career planning through our collaboration with career services on campus, and personal development. Additionally, a bimonthly newsletter is published and distributed to coaches, administrators and student-athletes to promote programming and to recognize our student-athletes' accomplishments in the classroom, in sport, and in life.

THE UNIVERSITY OF TOLEDO ROCKETS

ACADEMIC PROGRESS & RECOGNITION

CHARTING YOUR ACADEMIC PROGRESS

COMPUTING YOUR GRADE POINT AVERAGE (GPA)

Note: ONLY UT CLASSES ARE USED TO COMPUTE YOUR GPA.

A grade point average is calculated by dividing the number of GPA quality points earned by the number of graded credit hours attempted. The chart below shows the number of quality points awarded for a credit of any given grades:

GRADES AND REMARKS		QUALITY POINTS
A	Superior, outstanding performance	4.00
A-		3.67
B+		3.33
B	Very good, high quality performance	3.00
B-		2.67
C+		2.33
C	Satisfactory performance	2.00
C-		1.67
D+	Performance is passing but below quality expected	1.33
D		1.00
D-		0.67
F	Unacceptable performance	0.00

You may want to project your end of the semester GPA as you near the end of a term, to calculate your GPA for the academic year, or even to determine what you need in an upcoming term to reach a specific academic goal. To do so, utilize the following formula:

Quality Points Earned
Hours (Credits) Attempted

Remember to multiply the quality points for a specific grade by the proper number of credits (hours attempted) involved: an "A" in a 3.0 hour course is worth 12 quality points (3.0 x 4), where as a "B" in a 3.0 hour course is worth 9 quality points (3.0 x 3).

HOW TO WIN IN THE CLASSROOM

The Department of Athletics and your coaches want student-athletes to be a credit to your team while you are in the classroom. Adhering to the following guidelines will demonstrate a positive image and help the student-athletes improve performance in the classroom.

- **ATTEND CLASS FAITHFULLY**
- Promptly purchase textbooks at the beginning of each semester.
- Sit near the front of the room
- Meet the instructor outside of class.
- Turn in assignments on time
- Keep up-to-date with course work. Be prepared in advance for material to be covered in class.

- Prepare thoroughly for all tests and projects. Avoid cramming for tests!
- Dress and behave appropriately (you are representing your sport)
- Communicate with instructors regarding University-approved absences due to competition

NOTETAKING TIPS

The ability to present organized notes for later study is often the difference between success and failure in the classroom. Even though note taking is unique to each individual, the following suggestions should be helpful:

- Sit in front of the classroom.
- Do not try to write every word! Use any personalized style of shorthand, but be sure to write clearly.
- Always date notes and list any announcements the professor makes regarding assignments at the top of the page.
- The basic rule is: Try to get all information recorded and decide what is important later.
- Be alert for clues: "You'll see this later", "Write this down", etc.
- Use symbols (arrows, stars) to indicate ideas that are emphasized.
- Always record anything written on the board.
- Listen carefully at the end of lectures for summaries, conclusions, or clues to test questions.
- Rewriting class notes will help to get a second look at the material and provide the opportunity to recall information in an organized manner.
- Look over the notes of the previous lecture to connect with the upcoming one.
- At the first opportunity, review notes after class and fill in any gaps. Consult a fellow student or the textbook for missing info.

ACADEMIC RECOGNITION

The Athletic Department strongly encourages student-athletes to set goals for their academic life. The department and institution recognize academic achievement in a number of ways. (You must carry at least 12 hours of graded courses – no Pass/Fail classes.)

Athletic Department

Scholar Baller Award: Student-athletes who have earned a 3.00 in the spring and fall semesters of the previous calendar year are recognized at a home basketball game early in the spring semester.

University of Toledo

President's List: Achievement of a 4.00 semester GPA

Dean's List: Achievement of 3.50 or above semester GPA

Mid-American Conference

The Mid-American Conference offers a wide variety of academic awards for student-athletes. Awards are based on various criteria with GPA requirements of 3.00 and above. Below are three prestigious awards given at the end of each academic year:

Commissioner's Award: Recognition for achieving a 3.50 minimum cumulative GPA at the end of two semesters or three quarters

Presidential Award: Recognition of graduating student-athletes for achieving a 3.50 minimum cumulative GPA

MAC Honor Roll: Recognition of student-athletes who achieve a 3.00 minimum cumulative GPA and earn a varsity letter in their sport

National Collegiate Athletic Association (NCAA)

The NCAA offers numerous awards such as Academic All-Americans, postgraduate scholarships, and Life Skills leadership opportunities. Criteria vary for each award.

GRADUATION WITH HONORS

Graduating students with scholastic distinction on the basis of overall grade point average. The overall grade point average includes all coursework taken at all institutions of higher education. These averages and the citation they merit on the student's degree are as follows: 3.30, *cum laude*; 3.60, *magna cum laude*; 3.90, *summa cum laude*. Students must have 80 percent of their course work on the regular grading system minus any credits earned in courses where the student has no choice on receiving a P/NC grade to qualify for honors.

Transfer students should note that The University of Toledo will include all course work taken at all institutions of higher education in the calculation to determine if a student will graduate with honors. All college course work ever taken is computed in determining eligibility for graduation with honors, although no student will be awarded a level of honors above that indicated by The University of Toledo cumulative GPA.

Note: The University of Toledo requires a minimum of 30 semester hours of standard letter graded courses from UT in order to qualify for graduation with honors.

Welcome to the 2009 Student-Athlete Orientation

The University of Toledo

Academic Athletics Support Staff

Kelly Andrews – Senior *Associate Athletics Director/ Senior Woman Administrator*

Brian Lutz – *Associate Athletics Director for Compliance*

Tammy Kneisley – *Scholarship Coordinator*

Rocket Academic Center Staff

Drew Scales– *Assistant Athletics Director For Academics and Student Life*

Sue Irmen – *Director of CHAMPS Life Skills/ Academic Coordinator*

Stacy Bowers – *Academic Coordinator*

Laura Johnson – *Learning Specialist*

The University of Toledo's Student-Athletes

16 Sports

Baseball, Men's Basketball, Women's Basketball, Men's Cross Country, Women's Cross Country, Football, Men's Golf, Women's Golf, Women's Soccer, Softball, Women's Swimming & Diving, Men's Tennis, Women's Tennis, Women's Track & Field, Women's Volleyball

330 Student-Athletes

Academic Support Services

- Targeting – an organized time management program to facilitate the transition from high school to college
- Tutoring – one-on-one, personalized strategies to meet each student-athlete's needs
- Study Table – minimum of six hours per week
- Priority Course Registration – advising process through academic program; earliest opportunity to enroll in courses for future semesters
- Life Skills – NCAA sponsored program designed to prepare student-athletes for life after graduation

NCAA CHAMPS/Life Skills Program

- NCAA established in 1991 for all member institutions to implement on their campuses
- Supported nationally through the promotional and financial efforts of the NCAA Foundation and the Division I-A Athletic Directors' Association.
- Five components:
  - *Academic Achievement and Recognition*
  - *Athletic Accomplishment*
  - *Personal Development*
  - *Career Development - AfterSport*
  - *Community Service – Rockets 'Round Town*

What we expect from UT's Student-Athletes……

* To excel in the classroom
* To excel athletically
* To excel as role models
* To excel in LIFE

A Typical Week for a Student-Athlete

- 15 hours of attending class
- 30 hours of studying outside of class
- 20 hours of practice
- 56 hours of sleeping (8 hours a night)
- 21 hours of personal needs (eating, showering, grooming)
- 21 hours of sport related time (travel time, training room, etc.)

163 TOTAL….*there are only 168 hours in a week*

Eligibility and Compliance

Brian Lutz

- 24 hours in academic program required after first year
- 18 hours required during every academic year (fall/spring)
- 1.8 GPA minimum after the first year
- 6-hour limit on developmental coursework
- 6 hours passed every term in designated academic program
- 12 hours <u>all</u> semester
- 40% of degree by August 2011
- Declaration/change of major
- ANY changes to schedule

Progress-Toward-Degree Requirements

GPA	DEGREE COMPLETION	END OF
1.8	--------	First Year
1.9	40%	Second Year
2.0	60%	Third Year
2.0	80%	Fourth Year

5 – Year Degree – 33/50/67

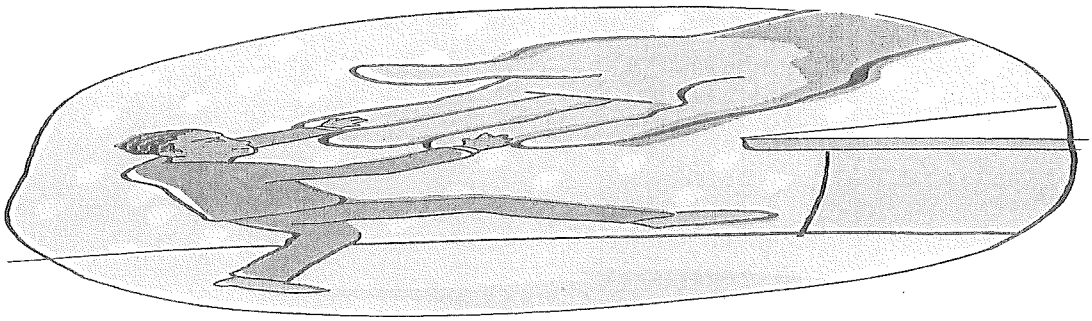
Other NCAA Rules

- **Extra Benefits**- Generally speaking, student-athletes may only receive financial assistance, expenses, and benefits from the institution and/or relatives/legal guardians.
- **Practice Limitations**- During the playing season, 20 hours per week, four hours per day with one day off. Outside the playing season, eight hours per week, two hours per day with two days off.
- **Sports Wagering**- Student-athletes shall not:
  - Provide information to individuals involved in organized gambling activities concerning intercollegiate athletics competition;
  - Solicit a bet on any intercollegiate team;
  - Accept a bet on any team representing the institution;
  - Solicit or accept a bet on any intercollegiate competition for any item (e.g., cash, shirts, dinner) that has tangible value.

Scholarship Issues

Tammy Kneisley

- Scholarships
- Housing
- Meal Plans
- Books
- Electronic Billing
- Health Insurance
- Parking
- Deregistration



Mentor Program Overview

The student athlete Mentor program at the University of Toledo is an accumulation of active one-to-one relationships between former Toledo athletes, graduate students, and current student athletes. These relationships are formed to foster guidance, trust, and support for the academic and personal enrichment of selected University of Toledo student athletes. The Mentor program is intended to complement the mission of Student Athletic Academic Services.

SAAS Mission—The University of Toledo Student Athletic Academic Services office is a student-centered resource committed to providing comprehensive support services, compliant with University and NCAA policy designed for academic enrichment, retention, and life skill development of Toledo student-athletes.

Who, What, How, When, Why?

Who? Freshmen, academically at risk, and probationary student-athletes

What? A proactive approach to assist student athletes in adjusting to college life and academics, and/or maintaining acceptable college level academic performance

How? Selected student-athletes will meet weekly with a mentor.
Mentors will submit weekly progress reports to respective academic coordinators.
Mentors will review student athletes' notes, assignments, and tests.

When? Weekly meetings will be MANDATORY for each student athlete in the program.

Why? To strengthen student-athletes' time management skills
To assess student athletes' tutoring needs
To monitor the academic progress of student athletes
To create a sense of belonging for student athletes and provide a "connection" with the campus community

ATHLETIC FINANCIAL AID GUIDELINES

For student-athletes who are entering their final academic year prior to graduation.

The University of Toledo provides financial assistance for scholarship student-athletes who remain in school to complete their degree following the completion of their competitive eligibility. Please review the guidelines listed below. It is important for you to understand the standards you must meet in order to continue to receive athletic aid during the subsequent spring semester and in any future semesters for which you may be eligible to receive athletic aid.

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1. This document serves as a written contract that all student-athletes in this category must read, understand and sign. Explanation of the contract will take place in a scheduled meeting during the fall semester prior to the end of the student-athlete's final season in his/her respective sport.
2. Athletic aid will be awarded at the level of monetary assistance the student-athlete received prior to the completion of his/her eligibility.
3. Funded senior student-athletes will be expected to make arrangements with their academic coordinator to report their progress at regular intervals throughout their spring semester.
4. **Any funded student-athlete who drops or withdraws from a course or receives an instructor withdrawal, and falls below 12 hours may cease to receive athletic aid for the remainder of the semester and in future semesters (if applicable).**
5. It is expected that all senior student-athletes will be working toward the goal of earning their degree in a timely manner. To ensure you are meeting your academic obligations, we will communicate with faculty to monitor your progress in school. Failure to attend or meet the instructor's expectations can jeopardize the continuation of your athletic aid.

CONTRACT

I, _____, will take _____ credit(s) during the spring 2009 semester. **It is my responsibility to pass all of these classes, meaning no failing grades, withdrawals or instructor withdrawals.** ***If I fail to attend, make adequate progress in my classes, withdraw from a class, or receive an "instructor withdrawal", I understand that my athletic aid may be terminated immediately. NCAA legislation allows for the cancellation or reduction of athletic aid for academic reasons.***

Signed:

Student-Athlete _____

Head Coach _____

Date _____

Name_____Sport_____

Evaluator_____Date_____
Major_____ Anticipated Graduation Date_____

UNIVERSITY OF TOLEDO STUDENT-ATHLETE EXIT INTERVIEW

1. What factors led to your decision to attend this institution?

2. Did you have a good experience athletically? Academically? Socially? Given your experiences, would you do anything differently if you had the chance?

3. Would you encourage other student-athletes to attend this institution?

4. What impact did your athletic experiences have on your personal growth?

5. Were your experiences in athletics what you expected them to be?

6. Do you feel you achieved your full potential/met your goals as a student-athlete at UT? Why or why not?

7. What types of things would have made you more satisfied with your experiences at this institution?

8. Was your practice and competition schedule ever a hindrance to you academically? Socially? Did you have time for extracurricular activities other than athletics?

9. Do you feel your sport had administrative support in the following areas:

   A. Training Room

   B. Academic Advising

   C. Equipment

   D. Facilities/Operations

   E. Travel Housing/Meals

   F. Promotions/Marketing

   G. Strength/Conditioning

10. What changes would you like to see take place in intercollegiate athletics at The University of Toledo?

Immediate Plans

11. How can the athletics department assist you with your career objectives?

May 2006

UNIVERSITY OF TOLEDO ELIGIBILITY PREDICTOR

Prospect
Men's Basketball

High School
Date:

Course	Units	Grade	Quality Points		
English (4 Required)					
English 9	0.50	C	1		
English 9	0.50	C	1		
English 11	0.50	A	2		
English 11	0.50	A	2		
English 10	0.50	A	2		
English 12	0.50	B	1.5		
Journalism 2	0.50	B	1.5		
Journalism 2	0.50	A	2		
Total Units:	**4.00**			**Total:**	**13.00**
Math (3 Required)					
Algebra 1	0.50	C	1		
Algebra 1	0.50	C	1		
Geometry	0.50	C	1		
Algebra 2	0.50	D	0.5		
Algebra 2	0.50	D	0.5		
Total Units:	**2.50**			**Total:**	**4.00**
Natural/Physical Science (2 Required)					
Biology 1	0.50	B	1.5		
Biology 1	0.50	B	1.5		
Chemistry	0.50	B	1.5		
Chemistry	0.50	C	1		
Total Units:	**2.00**			**Total:**	**5.50**
Social Science (2 Required)					
Afr. Am US History	0.50	B	1.5		
World Geography	0.50	B	1.5		
Government	0.50	A	2		
US History	0.50	C	1		
Total Units:	**2.00**			**Total:**	**6.00**
Additional Core Courses (4 Required)					
Spanish 2	0.50	C	1		
Spanish 2	0.50	C	1		
Spanish 3	0.50	D	0.5		
Spanish 3	0.50	D	0.5		
US History	0.50	C	1		
Spanish 1	0.50	D	0.5		
Spanish 1	0.50	D	0.5		
Physics	0.50	D	0.5		
Total Units:	4.00			Total:	5.50

Course	Units	Grade	Quality Points		
Additional English/Math/Science (1 Required)					
Speech	0.50	B	1.5		
Physics	0.50	C	1		
Total Units:	**1.00**			**Total:**	**2.50**

Core Course Summary		**Test Score Summary**
Quality Total Points:	36.5	SAT:
Total Units:	15.50	
Core Course GPA:	2.355	ACT:

REMINDER: STUDENTS ENROLLING FOR THE 2008 ACADEMIC YEAR NEED THREE YEARS OF MATH AND FOUR YEARS OF ADDITIONAL CORE COURSES (16 TOTAL)

Eligibility Status:
Need 1/2 unit Math. With current gpa of 2.355, needs a SAT score of 880 or an ACT score of 73.

Note: PSA currently is enrolled in 4 core classes that can replace current grades.

INITIAL TEAM MEETINGS
SAAS Agenda Items

1) Introduction
   - RAC staff
2) SAAS functions
   - Study table
     - Policies—**Handout**
     - Required for whom?
   - Tutorial
     - A privilege
     - Treat tutors with respect
     - Expectations of tutors and student athletes
   - Targeting
   - Monitor Academic progress
3) Academic Center Regulations
   - Code of Conduct—**Handout**
   - Computer use

4) Eligibility--**Handout**
   - Full-time enrollment
   - 24 Hour Rule
   - 40%/60%/80% Rule
     - Declaration of Major
     - Enrollment in "degree applicable" courses
   - 6 Hour Rule
   - Grade Point Average (G.P.A.) requirements
   - Dropping Class
     - Last day to drop class without penalty
     - Grade of "W" – impact on enrollment/full-time status
     - Extra Hour Aid Approval Forms/Summer Aid – responsibilities of student-athletes (F's,W's in courses approved for extra/summer aid must be paid back)
5) Explain Advising / Priority Registration
   - Roles of College Advisor and Academic Coordinator
   - Early registration for spring semester starts 4th week
   - Registration for next fall in March
6) Life Skills Program
   - AfterSport
7) Expectations
   - Travel Letters – provide for each instructor at beginning of term
   - Email-check regularly
   - Go to class, respect for others, represent well in all aspects of what you do, prompt, communicate, cell off in class, speak clearly leave phone # in msg, personal belongings to yourself, if not yours don't take it, offensive language
   - Other

PROJECTED MEN'S BASKETBALL APR 2012-13

	BEST CASE			WORST CASE		
Student	Earned	Possible		Earned	Possible	0/2
Buckley	4	4		4	4	
Dear	4	4		4	4	
Griffin	4	4		4	4	
Holliday	4	4		4	4	
Humes	4	4		4	4	
Pearson	4	4		4	4	
Smith	4	4		4	4	
Thomas	4	4		4	4	
2011-12 Initial Counter	4	4		4	4	
2011-12 Initial Counter	4	4		4	4	
2011-12 Initial Counter	4	4		4	4	
2011-12 Initial Counter	4	4		4	4	
2011-12 Initial Counter	4	4		4	4	
2011-12	**52**	**52**	**1.000**	**52**	**52**	**1.000**
Plus Ones						
2009-10	**42**	**48**	**0.875**	**42**	**48**	**0.875**
2010-11	**51**	**51**	**1.000**	**51**	**52**	**0.981**
2011-12	**60**	**60**	**1.000**	**60**	**60**	**1.000**
Bonus						
4-year APR:	**94**	**100**	**0.940**	**94**	**100**	**0.940**

Welcome to the 2010 Student-Athlete Orientation

The University of Toledo

Academic Athletics Support Staff

Brian Lutz – *Associate Athletics Director for Compliance*

Tammy Kneisley – *Scholarship Coordinator*

Rocket Academic Center Staff

Drew Scales– *Assistant Athletics Director For Academics and Student Life*

Sue Irmen – *Director of CHAMPS Life Skills/ Academic Coordinator*

Stacy Bowers – *Academic Coordinator*

Laura Johnson – *Learning Specialist*

The University of Toledo's Student-Athletes

16 Sports

Baseball, Men's Basketball, Women's Basketball, Men's Cross Country, Women's Cross Country, Football, Men's Golf, Women's Golf, Women's Soccer, Softball, Women's Swimming & Diving, Men's Tennis, Women's Tennis, Women's Track & Field, Women's Volleyball

338 Student-Athletes

Academic Support Services

- **Targeting** – an organized time management program to facilitate the transition from high school to college
- **Tutoring** – one-on-one, personalized strategies to meet each student-athlete's needs
- **Study Table** – minimum of six hours per week
- **Priority Course Registration** – advising process through academic program, earliest opportunity to enroll in courses for future semesters
- **Life Skills** – NCAA sponsored program designed to prepare student-athletes for life after graduation

NCAA CHAMPS/Life Skills Program

- NCAA established in 1991 for all member institutions to implement on their campuses
- Supported nationally through the promotional and financial efforts of the NCAA Foundation and the Division I-A Athletic Directors' Association
- Five components:
  - *Academic Achievement and Recognition*
  - *Athletic Accomplishment*
  - *Personal Development*
  - *Career Development - AfterSport*
  - *Community Service – Rockets 'Round Town*

What we expect from UT's Student-Athletes……

* To excel in the classroom
* To succeed athletically
* To serve as role models
* To prosper in LIFE

A Typical Week for a Student-Athlete

- 15 hours of attending class
- 30 hours of studying outside of class
- 20 hours of practice
- 56 hours of sleeping (8 hours a night)
- 21 hours of personal needs (eating, showering, grooming)
- 21 hours of sport related time (travel time, training room, etc.)

163 TOTAL…..*there are only 168 hours in a week*

Eligibility and Compliance
Brian Lutz

- 24 completed hours in academic program required after first year
- 18 completed hours every academic year (fall/spring) thereafter
- 1.8 GPA minimum after the first year
- 6 hours completed every term in designated academic program
- 12 hours minimum enrollment all semester
- 40% of degree/declaration of major by August 2012
- Communicate ANY changes of schedule to Academic Advisor in Athletics

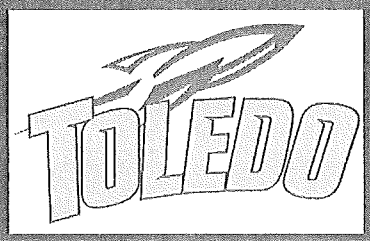
Other NCAA Rules

- **Extra Benefits-** Generally speaking, student-athletes may only receive benefits and expenses from the institution (incidental to participation) and relatives/legal guardians.
- **Practice Limitations-** During the playing season, 20 hours per week, four hours per day with one day off. Outside the playing season, eight hours per week, two hours per day with two days off.
- **Sports Wagering-** Student-athletes shall not:
  - Provide information to individuals involved in organized gambling activities concerning intercollegiate athletics competition;
  - Solicit a bet on any intercollegiate team;
  - Accept a bet on any team representing the institution;
  - Solicit or accept a bet on any intercollegiate competition for any item (e.g., cash, shirt, dinner) that has tangible value

Scholarship Points of Emphasis
Tammy Kneisley

- Scholarships
- Housing
- Meal Plans
- Books
- Electronic Billing
- Health Insurance
- Parking
- Deregistration

Questions?



TOD KOWALCZYK'S CAREER APR

8 YEAR TRACK RECORD AS HEAD COACH AT UWGB

APR BY YEAR

02/03=	39/41=	951
03/04=	44/48=	917
04/05=	45/47=	957
05/06=	49/50=	980
06/07=	48/49=	980
07/08=	53/56=	946
08/09=	45/47=	957
09/10=	54/54=	100

4 YEAR TOTAL = 971

- OUR APR WILL BECOME A SENSE OF PROGRAM AND INSTITUTIONAL SENSE OF PRIDE!
- AT GB WE HAD THE 2ND BEST APR IN THE HORIZON LEAGUE AND TOP 15% NATIONALLY.
- IN MEN'S DIVISION 1 COLLEGE BASKETBALL OVER 30% OF PLAYERS TRANSFER NATIONALLY...continues to be a problem nationally and has not improved. Our retention rate at UWGB was 85% over 8 years (institutionally at UWGB the student retention rate was 75%).
- OUR GRADUATION RATE WAS 100% OVER 8 YEARS!

ATHLETIC FINANCIAL AID GUIDELINES

For student-athletes who are entering their final academic year prior to graduation.

The University of Toledo provides financial assistance to scholarship student-athletes who maintain progress toward degree and graduate within five years of initial full time enrollment. Please review the guidelines listed below. It is important for you to understand the standards you must meet in order to continue to receive athletic aid during the subsequent spring semester and in any future semesters for which you may be eligible to receive athletic aid.

---

1. This document serves as a written contract that all student-athletes in this category must read, understand and sign. Explanation of the contract will take place in a scheduled meeting during the fall semester prior to the end of the student-athlete's final season in his/her respective sport.
2. Athletic aid will be awarded at the level of monetary assistance the student-athlete received prior to the completion of his/her eligibility.
3. Funded senior student-athletes will be expected to make arrangements with their academic coordinator to report their progress at regular intervals throughout their final year.
4. **Any funded student-athlete who drops or withdraws from a course or receives an instructor withdrawal, and falls below 12 hours may cease to receive athletic aid for the remainder of the semester and in future semesters (if applicable).**
5. It is expected that all senior student-athletes will be working toward the goal of earning their degree in a timely manner. To ensure you are meeting your academic obligations, we will communicate with faculty to monitor your progress in school. Failure to attend or meet the instructor's expectations can jeopardize the continuation of your athletic aid.

CONTRACT

I, _____, will take _____ credit(s) during the fall 2010 semester. **It is my responsibility to pass all of these classes, meaning no failing grades, withdrawals or instructor withdrawals.** ***If I fail to attend, make adequate progress in my classes, withdraw from a class, or receive an "instructor withdrawal", I understand that my athletic aid may be terminated immediately. NCAA legislation allows for the cancellation or reduction of athletic aid for academic reasons.***

Signed:

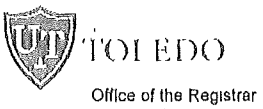
Student-Athlete _____

Academic Advisor _____

Date _____

APPLICATION FOR GRADUATION

RO-20 Rev 20110630



Office of the Registrar
Rocket Hall, Room 1100
Mail Stop 322
2801 W Bancroft St
Toledo, OH 43606-3390

Phone 419 530 4829
Fax 419 530 4828
graduation@utoledo.edu

This application is valid for one term only. See instructions on the reverse side of this form
NOTE Address and personal email address you provide will be used to update our records

PLEASE PRINT.

Name: LO (Last) Mashamed (First) M (Middle Initial)

Local Address:

Street Address

City/State/Zip

(914) 879-6941
Daytime Phone Number

mashamed.lo@rockets.utoledo.edu
Personal Email Address

Diploma Mailing Address: ☐ Check here if same as local

8 Hilltop Drive
Street Address

Port Chester, NY 10573-5308
City/State/Zip

Rocket Number: R00295220

Former Name: _____ *(if applicable)*

Diploma Name: Mashamed M. LO
(Print your name as you want it to appear on your diploma using your legal last name)

Has it been more than 5 years since you attended UT?

☐ Yes ☑ No

Undergraduate Candidates:
What is MOST LIKELY to be your PRINCIPAL activity upon graduation?

- ☑ Employment, full-time paid
- ☐ Employment, part-time paid
- ☐ Graduate or professional school, full-time
- ☐ Graduate or professional school, part-time
- ☐ Additional undergraduate coursework
- ☐ Military service
- ☐ Volunteer activity (e g , Peace Corps)
- ☐ Starting or raising a family
- ☐ Other, please specify _____

CHECK THE APPROPRIATE BOXES THAT APPLY TO YOUR DEGREE.

Term: Apply for the term in which you will complete your degree requirements. You should not apply to graduate based on the ceremony you plan to attend

☐ Fall ☐ Spring ☑ Summer Year 2011

College:

- ☑ Arts and Sciences
- ☐ Business Administration
- ☐ Education
- ☐ Engineering
- ☐ Health Science and Human Service
- ☐ Law
- ☐ Nursing
- ☐ Pharmacy
- ☐ Adult and Lifelong Learning
- ☐ Medicine (Non-MD degree) ☐ Main Campus December ceremony ☐ Health Science Campus June ceremony

Degree:

- ☑ Undergraduate
- ☐ Graduate
- ☐ Law

Degree: BA in Individualized Programs
Major(s): IDVP Interdisciplinary Studies
Minor(s): _____
Concentration: Adult and Lifelong Learning

Doctoral Candidates **Please print legibly.**

Dissertation Advisor _____

Dissertation Title _____

I understand that this application is valid for one term only and that I must reapply for graduation if I am deferred from graduating for any reason.

_____ Student's Signature _____ Date

ATHLETIC FINANCIAL AID GUIDELINES

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5. It is expected that all senior student-athletes will be working toward the goal of earning their degree in a timely manner. To ensure you are meeting your academic obligations, we will communicate with faculty to monitor your progress in school. Failure to attend or meet the instructor's expectations can jeopardize the continuation of your athletic aid.

CONTRACT

I, Mauhamad MLO, will take 34 credit(s) during the 2010-11 academic year. **It is my responsibility to pass all of these classes, meaning no failing grades, withdrawals or instructor withdrawals.** ***If I fail to attend, make adequate progress in my classes, withdraw from a class, or receive an "instructor withdrawal", I understand that my athletic aid may be terminated immediately. NCAA legislation allows for the cancellation or reduction of athletic aid for academic reasons.***

Signed:

Student-Athlete

Academic Advisor

Date 11/5/10

Welcome to the 2011 Student-Athlete Orientation

The University of Toledo

Academic Athletics Support Staff

Brian Lutz – *Associate Athletics Director for Compliance/Internal Audit*

Tammy Kneisley – *Scholarship Coordinator*

Rocket Academic Center Staff

Drew Scales– *Assistant Athletics Director For Academics and Student Life*

Sue Irmen – *NCAA Student-Athlete Affairs Administrator/Academic Coordinator*

Stacy Bowers – *Academic Coordinator*

Laura Johnson – *Learning Specialist*

The University of Toledo's Student-Athletes

16 Sports

Baseball, Men's Basketball, Women's Basketball, Men's Cross Country, Women's Cross Country, Football, Men's Golf, Women's Golf, Women's Soccer, Softball, Women's Swimming & Diving, Men's Tennis, Women's Tennis, Women's Track & Field, Women's Volleyball

350 Student-Athletes

Academic Support Services

- **Targeting** – an organized time management program to facilitate the transition from high school to college
- **Tutoring** – one-on-one, personalized strategies to meet each student-athlete's needs
- **Study Table** – minimum of six hours per week
- **Priority Course Registration** – advising process through academic program; earliest opportunity to enroll in courses for future semesters
- **Student-Athlete Affairs** – NCAA sponsored program designed to prepare student-athletes for life after graduation

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- NCAA established in 1991 for all member institutions to implement on their campuses
- Supported nationally through the promotional and financial efforts of the NCAA Foundation and the Division I-A Athletic Directors' Association
- Five components:
  - *Academic Achievement and Recognition*
  - *Athletic Accomplishment*
  - *Personal Development*
  - *Career Development - AfterSport*
  - *Community Service – Rockets 'Round Town*

A Typical Week for a Student-Athlete

- 15 hours of attending class
- 30 hours of studying outside of class
- 20 hours of practice
- 56 hours of sleeping (8 hours a night)
- 21 hours of personal needs (eating, showering, grooming)
- 21 hours of sport related time (travel time, training room, etc.)

163 TOTAL….*there are only 168 hours in a week*

Eligibility and Compliance

- 24 completed hours in academic program after first year
- 18 completed hours every academic year (fall/spring) thereafter
- 1.8 GPA minimum after the first year
- 6 hours completed every term in designated academic program (9 during fall semester in football)
- 12 hours minimum enrollment all semester
- 40% of degree/declaration of major by August 2013
- Communicate ANY changes of schedule to Academic Advisor in Athletics

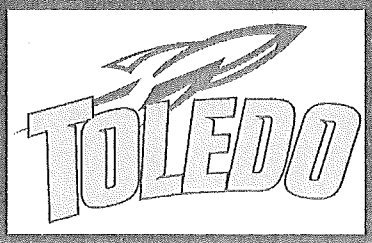
Other NCAA Rules

- **Extra Benefits**- Student-athletes may only receive benefits and expenses from the institution (incidental to participation) and relatives/legal guardians.
- **Practice Limitations**- During the playing season, 20 hours per week, four hours per day with one day off. Outside the playing season, eight hours per week, two hours per day with two days off.
- **Awards**- Participation awards issued by the athletics department may not be sold or exchanged for any item or service.
- **Sports Wagering**- Student-athletes shall not:
  - Provide information to individuals involved in organized gambling activities concerning intercollegiate athletics competition;
  - Solicit a bet on any intercollegiate team;
  - Accept a bet on any team representing the institution;
  - Solicit or accept a bet on any intercollegiate competition for any item (e.g., cash, shirt, dinner) that has tangible value.

Scholarship Points of Emphasis

- Scholarships
- Housing
- Meal Plans
- Books
- Electronic Billing
- Health Insurance
- Parking

Questions?



Academic Standards

- To be eligible to compete, you must:
  - Have been admitted as a regularly enrolled, degree seeking student;
  - Be in good academic standing; and
  - Be enrolled in at least a minimum full-time baccalaureate degree program (not less than 12 semester hours) and maintain satisfactory progress toward that degree, be enrolled in a full-time graduate or professional degree program (not less than 12 semester hours) or be enrolled and seeking a second baccalaureate degree at your institution.
  - Only student-athletes enrolled in their final semester may practice and compete while enrolled in less than 12 hours (need letter from college advisor)

Continuing Eligibility

- Entering third semester– 18 hours completed during previous two full-time semesters; 24 total hours completed; 1.800 cumulative GPA; six hours each semester (nine for football during the fall semester)
- Entering fifth semester– 18 hours completed during previous two full-time semesters; 1.900 cumulative GPA; six hours each semester; 40% of degree completed

Continuing Eligibility, cont.

- Entering seventh semester– 18 hours completed during previous two full-time semesters; 2.000 cumulative GPA; six hours completed each semester; 60% of degree completed
- Entering ninth semester– 18 hours completed during two previous full-time semesters; 2.000 cumulative GPA; six hours completed each semester; 80 % of degree completed

Other Regulations Concerning Eligibility

- You are not eligible to participate in more than four seasons of intercollegiate competition
- You are not eligible if five calendar years have passed from the date you first registered as a full-time student at a collegiate institution and attended your first day of classes for that term

Julius Brown Summer Bridge

Transcript Data
STUDENT INFORMATION

Name :	Julius L Brown
Birth Date:	07/15/1993
Student Type:	Continuing

Curriculum Information

Current Program

Bachelor of Arts	
College:	Gateway Programs
Major:	Undecided - QUST

***Transcript type:Unofficial Transcript is NOT Official ***

DEGREES SOUGHT OR AWARDED

Sought: Bachelor of Arts **Degree Date:**

Curriculum Information

Primary Degree

Program:	Undecided - QUST
College:	Gateway Programs
Major:	Undecided - QUST

INSTITUTION CREDIT -Top-

College:	Gateway Programs
Major:	Undecided - QUST
Student Type:	New First Time
Last Academic Standing:	Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
PSY	1010	UG	Principles of Psychology	C+	3.000	6.990	
SKLS	1150	UG	College Study SSS-Athletes	A	3.000	12.000	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	6.000	6 000	6.000	6.000	18.990	3.165
Cumulative:	6.000	6.000	6.000	6 000	18 990	3.165

Unofficial Transcript

TRANSCRIPT TOTALS (UNDERGRADUATE) -Top-

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Total Institution:	6 000	6.000	6.000	6.000	18.990	3 165
Total Transfer:	0 000	0.000	0.000	0 000	0.000	0.000
Overall:	6.000	6.000	6 000	6.000	18.990	3.165

Unofficial Transcript

COURSES IN PROGRESS -Top-

College: Gateway Programs

Student Type:			Continuing	
Subject	Course	Level	Title	Credit Hours
AL	1120	UG	Career & Self-Evaluation	2.000
ENGL	1100	UG	Composition I With Workshop	5 000
MATH	0950	UG	Elementary Algebra II	4.000
SOC	1010	UG	Introduction To Sociology	3.000

Unofficial
Transcript

RELEASE: 8.1

Ryan Majerle Summer Bridge

Search | Go RETURN TO MENU | SITE MAP | HELP

Student Academic Transcript

R00001154 Brian W. Lutz
Oct 12, 2011 02:28 pm

This is not an official transcript. Courses which are in progress may also be included on this transcript.

Information for Ryan S. Majerle

Institution Credit Transcript Totals Courses in Progress

Transcript Data
STUDENT INFORMATION

Name :	Ryan S. Majerle
Birth Date:	09/06/1992
Student Type:	Continuing

Curriculum Information

Current Program

BS in Exercise Science	
College:	Coll of Hlth Sci and Hum Serv
Major:	Exercise Science
Major Concentration:	Exercise Physiology

***Transcript type:Unofficial Transcript is NOT Official ***

DEGREES SOUGHT OR AWARDED

Sought:	Bachelor of Education	**Degree Date:**	

Curriculum Information

Primary Degree

Program:	BE in Adol and Young Adult Ed
College:	Judith Herb Coll of Education
Major:	Adolescent and Young Adult Ed
Major Concentration:	Integrated Mathematics

INSTITUTION CREDIT -Top-

College:	Judith Herb Coll of Education
Major:	Adolescent and Young Adult Ed
Student Type:	New First Time
Last Academic Standing:	Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
PSY	1010	UG	Principles of Psychology	B+	3.000	9.990	
SKLS	1150	UG	College Study SSS-Athletes	A	3.000	12.000	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	6.000	6.000	6.000	6 000	21.990	3.665
Cumulative:	6 000	6.000	6.000	6.000	21.990	3.665

Unofficial
Transcript

TRANSCRIPT TOTALS (UNDERGRADUATE) -Top-

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Total Institution:	6.000	6.000	6.000	6.000	21.990	3.665
Total Transfer:	0.000	0.000	0.000	0.000	0.000	0.000
Overall:	6.000	6.000	6.000	6.000	21.990	3.665

Unofficial
Transcript

COURSES IN PROGRESS -Top-

College:	Judith Herb Coll of Education
Major:	Adolescent and Young Adult Ed
Student Type:	Continuing

Subject	Course	Level	Title	Credit Hours
ANTH	2800	UG	Cultural Anthropology	3.000
ENGL	1110	UG	College Composition I	3.000
ETPT	2020	UG	Technology And Multimedia In Educational Environments	3 000
MATH	1830	UG	Calculus I For Mathematicians, Scientists And Educators	4.000
MATH	1980	UG	Trigonmetry Review	1.000

Unofficial
Transcript

College:	Coll of Hlth Sci and Hum Serv
Major:	Exercise Science
Student Type:	Continuing

Subject	Course	Level	Title	Credit Hours
BIOL	2150	UG	Fundamentals Of Life Science I: Diversity Of Life, Evolution And Adaptation	4.000
BIOL	2160	UG	Fundamentals Of Life Science Laboratory I	1.000
BMGT	2700	UG	Managing Diversity In The Workplace	3.000
CHEM	1090	UG	Elementary Chemistry	3 000
ENGL	2950	UG	Science And Technical Report Writing	3.000
KINE	1700	UG	Introduction To Exercise Science	2 000

Unofficial
Transcript

RELEASE: 8.1

A.J. Mathew Summer Bridge

Transcript Data
STUDENT INFORMATION

Name :	Alexander J. Mathew
Birth Date:	12/08/1992
Student Type:	Continuing

Curriculum Information

Current Program

Bachelor of Business Admin	
College:	College of Business Admin
Major:	Pre-Business

***Transcript type:Unofficial Transcript is NOT Official ***

DEGREES SOUGHT OR AWARDED

Sought: Bachelor of Business Admin **Degree Date:**

Curriculum Information

Primary Degree

Program:	BBA in Pre-Business
College:	College of Business Admin
Major:	Pre-Business

INSTITUTION CREDIT -Top-

College:	College of Business Admin
Major:	Pre-Business
Student Type:	New First Time
Last Academic Standing:	Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
PSY	1010	UG	Principles of Psychology	B	3.000	9.000	
SKLS	1150	UG	College Study SSS-Athletes	A	3.000	12.000	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	6.000	6.000	6.000	6 000	21.000	3.500
Cumulative:	6.000	6.000	6.000	6 000	21.000	3.500

Unofficial Transcript

TRANSCRIPT TOTALS (UNDERGRADUATE) -Top-

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Total Institution:	6.000	6.000	6 000	6 000	21 000	3.500
Total Transfer:	0.000	0.000	0.000	0.000	0.000	0.000
Overall:	6 000	6.000	6.000	6.000	21.000	3.500

Unofficial Transcript

COURSES IN PROGRESS -Top-

Major:			Pre-Business	
Student Type:			Continuing	
Subject	Course	Level	Title	Credit Hours
BUAD	1000	UG	Orientation For Business Students	1.000
BUAD	1010	UG	Introduction To Business	3.000
BUAD	1020	UG	Micro-Computer Applications In Business	3.000
ECON	1150	UG	Principles Of Macroeconomics	3.000
ENGL	1110	UG	College Composition I	3.000
MATH	1260	UG	Calculus For Business With Applications I	3.000

Unofficial
Transcript

College:			College of Business Admin	
Major:			Pre-Business	
Student Type:			Continuing	
Subject	Course	Level	Title	Credit Hours
ACTG	1040	UG	Principles Of Financial Accounting	3.000
BMGT	2700	UG	Managing Diversity In The Workplace	3.000
ECON	1200	UG	Principles Of Microeconomics	3.000
ENGL	2960	UG	Organizational Report Writing	3.000
MATH	1270	UG	Calculus For Business With Applications II	3 000

Unofficial
Transcript

RELEASE: 8.1

Justin Moss Summer Bridge

Transcript Data
STUDENT INFORMATION

Name :	Justin Moss
Birth Date:	06/19/1993
Student Type:	Continuing

Curriculum Information

Current Program

Bachelor of Arts	
College:	Gateway Programs
Major:	Undecided - QUST

***Transcript type:Unofficial Transcript is NOT Official ***

DEGREES SOUGHT OR AWARDED

Sought: Bachelor of Arts **Degree Date:**

Curriculum Information

Primary Degree

Program:	Undecided - QUST
College:	Gateway Programs
Major:	Undecided - QUST

INSTITUTION CREDIT -Top-

College:	Gateway Programs
Major:	Undecided - QUST
Student Type:	New First Time
Last Academic Standing:	Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
PSY	1010	UG	Principles of Psychology	C+	3.000	6 990	
SKLS	1150	UG	College Study SSS-Athletes	A	3.000	12.000	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	6.000	6.000	6 000	6.000	18.990	3.165
Cumulative:	6.000	6.000	6.000	6.000	18.990	3 165

Unofficial Transcript

TRANSCRIPT TOTALS (UNDERGRADUATE) -Top-

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Total Institution:	6.000	6.000	6.000	6.000	18.990	3.165
Total Transfer:	0.000	0.000	0.000	0.000	0.000	0.000
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Unofficial Transcript

COURSES IN PROGRESS -Top-

College: Gateway Programs

Student Type:			Continuing	
Subject	Course	Level	Title	Credit Hours
AL	1120	UG	Career & Self-Evaluation	2.000
ANTH	2800	UG	Cultural Anthropology	3.000
ENGL	1100	UG	Composition I With Workshop	5.000
MATH	1190	UG	Math Modeling Study Skills	1.000
MATH	1200	UG	MATHEMATICAL MODELING AND PROBLEM SOLVING	4.000

Unofficial
Transcript

RELEASE: 8.1

2011 INITIAL ELIGIBILITY WORKSHEET

AJ MATHEW

UNITS	15.0		MINIMUM TEST SCORE NEEDED BASED ON GPA	
QUALITY POINTS	54.0		SAT	400
GPA	3.600	88	ACT	37

ENGLISH — 4 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ENGLISH 9-1	A	0.5	2
ENGLISH 9-2	A	0.5	2
HUMANITIES/AFR. AM. ENG. AC 10	A	0.5	2
HUMANITIES/AFR. AM. ENG. AC 10	A	0.5	2
LIT. AFRICAN-AMERICAN	A	0.5	2
LIT. AFRICAN-AMERICAN	A	0.5	2
ENGLISH AC	B	0.5	1.5
ENGLISH AC	NONE	0	NONE

TOTAL UNITS COMPLETED 3.5
REMAINING TOTAL UNITS NEEDED 0.5

TOTAL ENGLISH QUALITY POINTS 13.5

ADDITIONAL CORE — 4 CORE UNITS NEEDED

ENGLISH, SCIENCE, MATH, FOR. LANGUAGE, NON DOC. RELIGION

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ECONOMICS	A	0.5	2
US GOVERNMENT	A	0.5	2
CONCEPTUAL PHYSICS	A	0.5	2
CONCEPTUAL PHYSICS	NONE	0	NONE
SPANISH 1 S1	A	0.5	2
SPANISH 1 S2	B	0.5	1.5
SPANISH 2	A	0.5	2
SPANISH 2	A	0.5	2

TOTAL UNITS COMPLETED 3.5
REMAINING TOTAL UNITS NEEDED 0.5

TOTAL ADD. CORE QUALITY POINTS 13.5

MATHEMATICS — 3 CORE UNITS NEEDED

3 YEARS AT THE LEVEL OF ALGEBRA 1 OR HIGHER

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ALGEBRA 1A	B	0.5	1.5
ALGEBRA 1A	C	0.5	1
GEOMETRY	A	0.5	2
GEOMETRY	A	0.5	2
ALGEBRA 2	A	0.5	2
ALGEBRA 2	B	0.5	1.5

TOTAL UNITS COMPLETED 3.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL MATH QUALITY POINTS 10.0

ADDITIONAL — 1 CORE UNITS NEEDED

MUST BE MATH, ENGLISH, OR NATURAL/PHYS SCIENCE

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
CHEMISTRY	A	0.5	2
CHEMISTRY	B	0.5	1.5

TOTAL UNITS COMPLETED 1.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 3.5

NATURAL / PHYSICAL — 2 CORE UNITS NEEDED

SCIENCE, INCLUDING ONE LAB COURSE IF OFFERED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
BIOLOGY 1	C	0.5	1
BIOLOGY 2	B	0.5	1.5
EARTH SCIENCE	A	0.5	2
EARTH SCIENCE	A	0.5	2

TOTAL UNITS COMPLETED 2.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 6.5

SOCIAL SCIENCE — 2 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
WORLD HISTORY/GEOGRAPHY	B	0.5	1.5
WORLD HISTORY/GEOGRAPHY	B	0.5	1.5
HUMANITIES/AFR. AM. HIST. AC 10	A	0.5	2
HUMANITIES/AFR. AM. HIST. AC 10	A	0.5	2

TOTAL UNITS COMPLETED 2.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 7.0

TOLEDO BASKETBALL ACADEMIC PHILOSOPHY

"As a Coach, my academic philosophy is very simple. I want to recruit student-athletes who have the ability to be successful, both on the basketball court and in the classroom. There is no question in my mind that the role of a college basketball coach is to be an educator first. Obviously, my main priority is to see that each student athlete graduates with a degree that will put him on track toward his long-term career goals. At Green Bay, we graduated 100 percent of our basketball players who completed their eligibility.

We have a tremendous opportunity to educate each and every student-athlete so they are prepared for situations that they will encounter after they leave college. To that end, we will implement a weekly personal improvement program that will cover areas such as time management, stress management, budgeting and check writing, and responsibilities of being a role model."

-Head Coach Tod Kowalczyk

Recruiting

We will recruit:

1) Good Guys
2) From Good Families
3) Who Understand the Value of a College Degree

A great deal of academic success is determined by WHO we bring in as a program. We will recruit student-athletes who understand the true meaning of the term. We believe that bringing in students who are capable of doing the work and those who value a college degree are best suited for academic success.

Structure

We will provide a disciplined and structured academic support program from freshman orientation to graduation and beyond.

It will include:

a. Academic and career counseling
b. Mandatory study hall
c. Study skills development
d. Mandatory class attendance
e. Weekly academic meetings with coaching staff
f. Tutoring help

Our players will be monitored closely, not only to ensure that they are making "normal progress" toward their degree requirements, but also to show them that we care about them as students and as people.

As coaches, we have a tremendous opportunity to "educate" each and every student-athlete so that they are prepared for situations they will encounter after they leave college. To that end, we will organize a weekly "personal improvement program" that will cover areas such as:

a. Time management
b. Drug and alcohol awareness

c. Handling media interviews
d. Stress management
e. Budgeting and check-writing
f. Manners and etiquette
g. Public speaking
h. Gambling
i. Responsibilities of being a role model

Coaching Staff

Our coaching staff will be very actively involved with our student-athletes, not only on the basketball court, but off it as well. Our assistant coaches will be assigned 3-4 student-athletes based on relationships, academic needs or best fit. The assistant coach responsibilities towards academics are:

a. To be a liaison with the Academic Advisor
b. To coordinate class scheduling and degree requirements
c. To establish weekly meetings to monitor progress
d. To guide student-athletes to available and appropriate help along with the Academic Advisor.
e. To organize and supervise study hall and tutoring

Each assistant coach will have a binder made up solely for academics. This binder will include a tab for each student-athlete they are responsible for. At the beginning of each term, the assistant coach will go through all student-athlete syllabi and write in when every test, assignment, or other activity is for the entire semester. Throughout the semester, the assistant coach and student-athlete will meet on a weekly basis to monitor progress, update grades and update student-athlete academic schedule. Being able to identify academic issues in the first weeks or the semester or immediately when they occur allows a student to recover. Identifying issues in the final weeks of the semester is nearly impossible to recover from.

In addition to the academic support program that we will provide, I believe that the lessons learned on the basketball court, such as teamwork, hard work, competition, discipline, and sacrifice, will be a very valuable educational experience when our student-athletes have to "compete" in the "real world."

Advisors

In addition to having an assistant coach in charge of overseeing every student-athletes academics, they will have an academic advisor through the athletic department and an advisor in their major program.

The academic advisor through the athletic department is responsible for three things:

1) Communicate with Professors
2) Oversee Study Table Program
3) Assist with Class Scheduling

The advisor from the college will assist with class scheduling, progress toward degree and any issues that come up with their college or major program.

Expectations

We expect and demand a great deal from our student-athletes in the classroom. If a person is capable of being a 3.5 student, we will expect that and more. At the same time, not everyone is a 4.0 student and we will level our expectations with their abilities and maintain a constant evaluation of each students progress and alter expectations accordingly.

Study Tables and Tutoring

Study Tables is a great benefit to our student-athletes. For our program, study tables hours are set for all Freshman in the Fall at 10 hours. From that point, any student-athlete can earn more hours or earn less hours depending on their in-class performance. It is not out of the question for a student to have zero hours in the Spring if they do well in the Fall.

Our tutoring center is great for our athletes. They are able to receive help in any class at nearly any time. Tutoring is not solely for guys struggling in classes. We use tutoring at the beginning of the semester for classes that our student-athletes may struggle in or for a student who wants to improve upon an already solid grade in a course. The assistant coach, student-athlete and academic advisor work together to determine a set amount of hours for that student-athlete per term.

Classroom

Attendance is mandatory for all classes. Students are required to sit in the front two rows of the classroom at all times. Assistant coaches check classes everyday to ensure students are in class and in the first two rows.

TOLEDO BASKETBALL WEEKLY ACADEMIC UPDATES

(For the week of October 14th)

JUSTIN ANYIJONG --- CRIMINAL JUSTICE

COURSE	DESC	TIME	PLACE	EARNED	TOTAL	PERCENT
CRIMINAL INVESTIGATION I	CRIM 2210	R 5:30-8 PM	HH 2303	223	250	89%
ENVIRONMENTAL SCIENCE	EEES 1130	TR 11-12:15	RH 1520	131	145	90%
FIRST AID	HEAL 1500	TR 9:30-10:45 AM	HE 1420B	40	50	80%
COLLEGE COMPOSITION II	ENGL 1150	MW 7:20-8:35 PM	FH 1030	5	5	100%
PERSONAL HEALTH	HEAL 2500	9:30-10:45 AM	HH 2638			#DIV/0!
HORSEBACK RIDING	RCA 1030	F 10:30-11:30 AM	OC RHF			#DIV/0!

REGISTERED FOR SPRING CLASSES ON 10/6

JUSTIN TOOK A PERSONAL HEALTH MID-TERM ON WEDNESDAY.

JESS CHADWELL --- PRE-PHARMACY

FUNDAMENTALS OF LIFE SCIENCE II	BIOL 2170	MTWR 8-8:50 AM	BO 1045	115	119	97%
FUNDAMENTALS OF LIFE SCIENCE II LAB	BIOL 2180	T 6:30-9:20 PM	BO 1006	29	30	97%
CALCULUS FOR THE LIFE SCIENCES	MATH 1750	MTRF 9-9:50 AM	UH 3780	199	220	90%
PROBLEM SOLVING IN GENERAL CHEMISTRY	CHEM 1200	F 10-11:50 AM	BO 2045	40	40	100%
GENERAL CHEMISTRY I	CHEM 1230	T 5-5:50, MW 5:45-7	RH 1520	88	100	88%
GENERAL CHEMISTRY I LAB	CHEM 1280	R 5:45-8:35 PM	BO 1089	454	470	97%

REGISTERED FOR SPRING CLASSES ON 10/6

JESS HAD A CHEMISTRY TEST WEDNESDAY NIGHT AND A BIOLOGY TEST THURSDAY MORNING.

ZACH LEAHY --- PRE-MEDICAL/BUSINESS

ORIENTATION	ARS 1000	***CLASS IS OVER AS OF OCTOBER 14TH***				#DIV/0!
FUNDAMENTALS OF LIFE SCIENCE I	BIOL 2150	MTWR 8-8:50 AM	DC 1019	168	200	84%
FUNDAMENTALS OF LIFE SCIENCE I LAB	BIOL 2160	T 6:30-9:20 PM	BO 1002			#DIV/0!
INTRODUCTION TO BUSINESS	BUAD 1010	MW 9:30-10:45 AM	ST 1140			#DIV/0!
ELEMENTARY CHEMISTRY	CHEM 1090	TR 9:30-10:20 AM , FH 2100, W 1-1:50 PM, BO 2049		120.4	138	87%
COLLEGE COMPOSITION I	ENGL 1110	MW 7:20-8:35 PM	FH 1250			#DIV/0!

REGISTERED FOR SPRING CLASSES ON 10/6

ZACH COMPLETED HIS ARS ORIENTATION CLASS ON THURSDAY. HE SHOULD GET AN A BUT NO GRADES HAVE BEEN RETURNED. HE SHOULD BE GETTING BACK SOME BUSINESS GRADES BACK NEXT WEEK.

DREW RODRIGUEZ --- CIVIL ENGINEERING

MANAGING DIVERSITY IN THE WORKPLACE	BMGT 2700	ONLINE	ONLINE	20	20	100%
ENGINEERING MECHANICS: STATICS	CIVE 1150	MWF 8:50-9:40 AM	NA 1000	190	200	95%
ELEMENTARY DIFFERENTIAL EQUATIONS	MATH 2860	TR 11-12:15	PH 3060	83	100	83%
PHYSICS FOR SCIENCE/ENGI MAJORS II	PHYS 2140	MWF 10-10:50 MC 1005, T 10-10:50 MC 1002, R 10-10:50 DC 1019		33	63	52%
PHYSICS FOR SCIENCE/ENGI MAJORS II LAB	PHYS 2140	R 8-9:50 AM	MC 2015	10	10	100%

REGISTERED FOR SPRING CLASSES ON 10/6

TOLEDO BASKETBALL WEEKLY ACADEMIC UPDATES

(For the week of October 14th)

KEVIN ROHNER --- COMMUNICATIONS

PUBLIC PRESENTATIONS	COMM 2600	TR 9:30-10:45 AM	FH 2620			#DIV/0!
ENVIRONMENTAL SCIENCE	EEES 1130	TR 11-12:15	RH 1520	111	120	93%
ENVIRONMENTAL SCIENCE LAB	EEES 1140	M 11-12:50	BO 1014	27.5	30	92%
EUROPE TO 1600	HIST 1010	MW 9:30-10:45 AM	RH 1551	9.2	10	92%
ELEMENTARY SPANISH II	SPAN 1120	TR 5:30-7:10 PM	FH 2220	76	80	95%

REGISTERED FOR SPRING CLASSES ON 10/6

JAY SHUNNAR --- BIOMEDICAL ENGINEERING

COURSE	*DESC*	*TIME*	*PLACE*	*EARNED*	*TOTAL*	*PERCENT*
FUNDAMENTALS OF LIFE SCIENCE II	BIOL 2170	MTWR 8-8:50 AM	BO 1045	104	110	95%
FUNDAMENTALS OF LIFE SCIENCE II LAB	BIOL 2180	T 6:30-7:20 PM	BO 1006			#DIV/0!
ORGANIC CHEMISTRY 1	CHEM 2410	MW 5:45-7 PM	WH 1201	59	60	98%
ORGANIC CHEMISTRY 1 LAB				82	90	91%
ELECTRIC CIRCUITS	EECS 2300	MWF 9-9:50 AM, PH 3050, W 11:30-1:50, NE 2076		19	20	95%

REGISTERED FOR SPRING CLASSES ON 10/6

RICHARD WONNELL --- PRE-ACCOUNTING

ORIENTATION FOR BUSINESS STUDENTS	BUAD 1000	TR 12-12:50	ST 2160			#DIV/0!
INTRODUCTION TO BUSINESS	BUAD 1010	MW 9:30-10:45 AM	ST 1140			#DIV/0!
MASS COMMUNICATION AND SOCIETY	COMM 2000	MW 8-9:15 AM	HH 1500	37	40	93%
PRINCIPLES OF MACROECONOMICS	ECON 1150	MWF 11-11:50 AM	BO 1053	240	300	80%
COLLEGE COMPOSITION I	ENGL 1110	TR 8-9:15 AM	FH 1250			#DIV/0!
CALCULUS FOR BUSINESS WITH APP I	MATH 1260	TR 9:30-10:45 AM	FH 1040	97	100	97%

REGISTERED FOR SPRING CLASSES ON 10/6

RICHARD GOT A 240/300 ON HIS ECON MIDTERM AND A 97/100 ON HIS FIRST MATH TEST.

THE UNIVERSITY OF TOLEDO
INTERCOLLEGIATE ATHLETICS
STUDENT-ATHLETE SURVEY

The purpose of this questionnaire is to solicit information from student-athletes who are completing athletics eligibility/transferring from the institution. This information will be utilized to improve the intercollegiate athletics programs at The University of Toledo. Please keep in mind the information contained in this form will remain confidential. Your candid responses will be very helpful and appreciated. PLEASE ANSWER ALL ITEMS. When finished, please return to Brian Lutz, Associate Athletics Director for Compliance.

Sport Basketball Academic Yr. Sophomore Male ✓ Female ____

Reason(s) for exiting sport:

Completed Eligibility	Graduation	Disqualification	Dissatisfaction	Injury	Other
☐	☐	☐	☑	☐	☐

Financial Information:

How did you finance your education? Check all that apply:

Full Athletic Scholarship	Partial Athletic Scholarship	Grants	Loans	Work	Personal/Family Support	Scholarships (Non-Athletic)
☑	☐	☐	☐	☐	☐	☐

Other ____

PLEASE ANSWER THE FOLLOWING QUESTIONS AS COMPLETELY AND HONESTLY AS YOU CAN:

OVERALL

1. What were your reasons for attending The University of Toledo?

   A. I was offered a full scholarship to play Basketball.

   B. It is only four hours away from my hometown Chicago, Illinois.

   C. ____

2. If you were being recruited from high school today, would you choose to attend UT again?

   Yes ____ No ✓ Please explain ____

3. How would you describe your overall experience at The University of Toledo?

   It had many ups and downs but if I could do it over I would change alot of things

4. To what extent did you achieve your **academic goals**?

Completely ☐ Somewhat ☑ Not at all ☐

Explain contributing factors in goal achievement:

5. How would you describe your **athletic** experience at The University of Toledo?

It was a great learning experience, but my second year was honestly better.

6. To what extent did you achieve your **athletic goals**?

Completely ☐ Somewhat ☑ Not at all ☐

Explain contributing factors in goal achievement: Averaged 14 points this year and recieved alot of attention from the MAC

7. Did your coaches and sport program allow you to fully develop your athletic potential?

Yes ✓ No____ Why or why not? Because they saw my potential and my integrity

8. What do you believe are the **strengths** of Toledo's athletics program?

They are well organized and take academics extremely serious.

9. What do you believe are the areas that **need improvement** in Toledo's athletics program? Recommendations for improvement?

No Comment

STUDENT SERVICES

1. Which of the following resources/services have you used? Of the ones you have used, please rank these services on how important they have been in helping you succeed at The University of Toledo.

	Never Used	Have Used	Very Important	Somewhat Important	Not Important
a. Student Health Insurance	☐	☑	☐	☐	☐
b. Student Medical Services	☐	☑	☐	☐	☐
c. University Counseling Center	☑	☐	☐	☐	☐
d. Office of Student Services	☐	☐	☐	☑	☐
e. Office of International Services	☑	☐	☐	☐	☐
f. Career Services	☐	☑	☐	☐	☐
g. Student Development Center	☑	☐	☐	☐	☐
h. Office of Accessibility	☐	☐	☐	☑	☐

2. Please indicate whether or not counseling services were available to deal with the following needs specific to your participation in athletics. Also indicate if you utilized the particular services and if you believe the services were or would be beneficial to student-athletes.

Stresses related to: (Circle Yes or No)	Counseling was available		Counseling was or would be beneficial	
a. Time Demands	Yes	(No)	(Yes)	No
b. Competition	(Yes)	No	(Yes)	No
c. Publicity	Yes	(No)	Yes	(No)
d. Playing Time	(Yes)	No	(Yes)	No
e. Injury	(Yes)	No	(Yes)	No
f. Peer Pressure	Yes	(No)	Yes	(No)
g. Adjustment to college life	Yes	(No)	Yes	(No)
h. Career options	(Yes)	No	(Yes)	No
i. Drug or alcohol problems	(Yes)	No	Yes	(No)
j. Body weight/eating disorders	(Yes)	No	(Yes)	No

3. Do you feel enrichment programs discussing the following areas would be beneficial to student-athletes? Please circle Yes or No:

a. Time management	(Yes)	No
b. Racial/cultural/gender relations	(Yes)	No
c. Nutrition	(Yes)	No
d. AIDS/HIV	(Yes)	No
e. Career development	(Yes)	No
f. Eating disorders	(Yes)	No
g. Sport performance enhancement (mental training)	(Yes)	No
h. Stress management	Yes	(No)
i. Other (please specify)_____	Yes	No

ACADEMIC SERVICES

Please rate the areas below as they relate to you according to the scale noted:

	Excellent	Very Good	Average	Poor	Not Applicable
a. Orientation course required for all entering students	☐	☐	☑	☐	☐
b. Tutorials for athletes	☐	☐	☑	☐	☐
c. Academic advising by Director of Academics and/or assistant	☐	☑	☐	☐	☐
d. Academic advising by major dept.	☐	☐	☑	☑	☐
e. Study tables	☐	☐	☐	☑	☐
f. Toledo athletics department orientation program	☐	☑	☐	☐	☐
g. Student-athlete handbook	☐	☑	☐	☐	☐

Did you ever use the Athletics Academic Support Services? Yes (No)

If so, how often during your athletic career?_____

In your opinion, what are the major strengths and/or areas that need improvement in the academic services program?

_____

_____

_____

SPORT SPECIFIC

Please rate the following areas as they relate to your sport according to the scale below:

5 = Excellent
4 = Very good
3 = Average
2 = Poor
1 = I don't know

Each question requires two responses; please provide a rating for each, i.e. availability and quality.

a. Overall Athletic facilities	4	4
b. Workout and training facilities	4	4
c. Competition facilities	4	4
d. Weight room	4	4
e. Athletic training room	3	3
f. Practice and competition schedules	3	4
g. Individual and team publicity	3	3
h. Equipment and uniforms	3	2
i. Team travel	3	3
j. Meals and lodging during team travel	4	3
k. Adequacy of team budget (if known)	3	3
l. Other_____		

PERSONNEL

	Very Satisfying	Somewhat Satisfying	Somewhat Dissatifying	Very Dissatisfying
I found the atmosphere and attitude in the training room to be:	☑	☐	☐	☐
I found the atmosphere and attitude In the equipment room to be:	☐	☑	☐	☐
I found the support and leadership of the athletics administration to be:	☐	☑	☐	☐
I found the attitude and ability of the athletic trainers to be·	☐	☐	☑	☐
I found the game management of my specific sport to be:	☐	☑	☑	☐
I found the day-to-day competence of my immediate coaches to be:	☐	☑	☐	☐
I perceived the abilities of my immediate coaches toward specific event preparations and planning to be:	☐	☐	☑	☐
I would consider the on-field/court coaching, teaching and preparation in practice sessions by my immediate coaches to have been:	☐	☑	☐	☐
I found the motivational abilities, encouragement, and positive reassurance of my immediate coaches to have been:	☐	☑	☐	☐
I found my immediate coaches' concern toward my health, academics and personal problems to be:	☐	☐	☑	☐

GENERAL INFORMATION:

1. Do you believe that women's and men's sports are treated equitably at UT? Yes ✓ No ___ Explain. What recommendations do you have for improvement?_____

2. Excluding gender differences, are all sports programs provided an opportunity to succeed at UT? Yes ✓ No ___ Explain. What recommendations do you have for improvement?_____

3. Did you experience or witness any of the following while a student-athlete at Toledo?

Sexual Harassment	Yes	(No)
Racism/sexism	Yes	(No)
Physical abuse	Yes	(No)
Hazing	Yes	(No)
Verbal abuse	Yes	(No)
Mental abuse	Yes	(No)

If you answered "yes" to any of the above, please explain:_____

4. If you are a person of color and/or cultural diversity and/or female:
   a. In what ways were your racial, cultural, or gender needs in intercollegiate athletics identified and met?

   b. In what ways were your needs not identified or met?

   c. What improvements would you suggest in this area?

ATHLETIC TIME COMMITMENTS

1. How many hours a week did you spend on countable related athletic activities (e.g. practices, meetings, films, weight training, etc.) during your season 20 hrs
2. How many hrs.a week did you spend on countable related athletic activities during the off-season? N/A
3. Do you feel the demands of athletic practice and meetings interfered with your ability to succeed in your studies? Yes___ No ✓ Explain
4. Do you support the current restrictions placed on the number of hours per week that coaches are allowed to conduct athletically-related activities? Yes ✓ No___ Explain
5. Do these restrictions create an advantage/disadvantage/no difference in personal skill development?
   No Difference
6. Were you required to miss meals due to participation in your sport? Yes___ No ✓ If "yes," how many meals did you miss during the year? Why?
7. Did you ever miss class due to practice conflicts? Yes___ No ✓ If "yes," how many classes per week?
8. Were you ever required to miss a midterm or final exam due to practice or competition conflicts? Yes ✓ No___ If "Yes," how many did you miss during your entire sports career at Toledo? 8
9. Were out-of-season workouts **suggested/expected** by coaches? Yes ✓ No___ If yes, how often?___

   Describe the types of activities 2 Hours a week
10. Do you believe that your coach(es) were sensitive to the demands placed on your time while you were a student-athlete? Yes___ No ✓ Explain
11. Did your coach/es know your goals? Yes___ No ✓ Explain
12. Did any of your teammates transfer from or quit the program? Yes ✓ No___ If yes, describe the reasons Coach and player agreement

RECRUITMENT

1. Were you informed of NCAA, conference, and institutional regulations? Yes ✓ No ____

2. If you were informed of NCAA, conference and institutional regulations, please describe the methods (e.g., face-to-face discussions, newsletters, handbooks) by which you received information _____

3. Do you feel you had a good understanding of the regulations? Yes ✓ No ____ Explain They described everything I needed to know perfectly

4. During your recruitment by this or any other institution, or while enrolled in this institution, did you receive any nonpermissible offers, inducements or benefits from an employee of the athletics department or a booster?
   a. ✓ I was not recruited.
   b. ✓ No.
   c. ____ Yes. Please indicate below any nonpermissible offers or benefits you received during recruitment or while enrolled at this institution. **Check all that apply.**
      1. ____ Cash or a cash equivalent award (e.g., sports club membership)
      2. ____ Free or reduced cost services (e.g. entertainment, typing, laundry, dry-cleaning), rentals or purchases (airline tickets, clothing, automobile, food) or any type.
      3. ____ Use of an automobile.
      4. ____ Use of a telephone or credit card.
      5. ____ Gift(s) of athletics equipment, supplies or clothing (e.g. from a manufacturer or commercial enterprise.)
      6. ____ Payment for complimentary tickets.
      7. ____ Any tangible items, including merchandise.
      8. ____ A job or employment arranged by a staff member or representative of athletics interest before or after high school graduation.
      9. ____ Transportation to a job.
      10. ____ A loan or co-signing of a loan.
      11. ____ A guarantee of a bond.
      12. ____ A loan or payment of other expenses for a relative or friend.
      13. ____ An employment arrangement for a relative or friend.

5. Are you aware of other student athletes who have received nonpermissible benefits? Yes ____ No ✓

6. Are you aware of any boosters who have provided nonpermissible benefits to student athletes? Yes ____ No ✓

7. To the best of your knowledge, did your coaches comply with NCAA, conference and institutional rules?

   Yes ✓ No ____ If no, what areas do you believe violations may have occurred (e.g. recruiting, financial aid, eligibility, nonpermissible benefits)? _____

8. While enrolled in this institution, were you ever declared ineligible to practice or compete? Yes ____ No ✓ If yes, for what reason? _____

DEGREE COMPLETION

1. If you have not yet finished your bachelor's degree, how committed are you to finishing at Toledo?

Very Committed ☐ Somewhat Committed ☐ Not Sure ☑

2. When do you expect to graduate? Date May 2013
3. If you are not sure, are you planning to transfer elsewhere? Yes ✓ No___ If Yes, where? N/A
4. Do you plan to attend graduate school? Yes___ No ✓ When_____ Where_____
5. What are your specific future plans (job, travel, etc.)? Real Estate Agent or Business Manager
6. What changes if any, would you propose to make in the Toledo athletics program? None

PLEASE RETURN TO BRIAN LUTZ IN SAVAGE ARENA.

One Hundred Sixty Strong

2010 TOLEDO 2011

The University of Toledo's Scholar-Ballers®

All Scholar-Ballers® have earned a cumulative GPA of 3.0 or higher

Baseball
Joseph Corfman
Matthew Delewski
Anthony DeMarco
Chris Dudics
Jason Edwards
Tyler Grogg
Benjamin Hammer
Daniel Kelbach
Mark Lapikas
Jared Locke
Andy Mix
Alex Radon
Lincoln Rassi
Matt Zahel

Men's Basketball
Hayden Humes
Drew Rodriguez
Kevin Rohner
Devin Russell
Jay Shunnar

Women's Basketball
Melissa Goodall
Courtney Ingersoll
Haylie Linn
Riley McCormick
Yolando Richardson
Naama Shafir
Lecretia Smith

Men's Cross Country
Elisha Kipchumba
Joel Kozlesky
Michael Smith

Women's Cross Country
Lei Bornhorst
Audra Brown
Joni Camp
Megan Chambers
Liza Cholin
Samantha Condron
Hannah Evans
Alexandera Fisher
Maureen Gibbs
Richelle Gray
Emma Kertesz
Amanda Mannon
Karen Sovacool
Kristal Studer
Dagna Sztykiel
Lindsey Toussant

Football
Byron Best
Brett Brodbeck
Erik Carlson
Ryan Casano
Tim Cortazzo
Austin Dantin
James Davidson
Fadi Farha
Olatunji Fatinikun
Ethan Kagy
Henry Keighley
Zachary Kerin
Kevin Kowalski
Andrew Lindeman
Michael Mathews
Colin McHugh
Daniel Molls
Eric Page
John Penza
Alex Pettee
Benjamin Pike
Malcolm Riley
Mark Singer
Christian Smith
Jared Strait
Mike Vandermeulen
Matthew Wall

Men's Golf
Josh Agin
Matt Fuller
Jonathan Kim
Jean-Hubert Trahan

Women's Golf
Emily Hardcastle
Kathryn Hoops
Michelle Hui
Allison Schultz
Kaitlyn VanGunten

Soccer
Lauren Baker
Megan Blake
Sarah Blake
Danielle Case
Erin Flynn
Natalia Gaitan
Brittany Hensler
Torrie Klier
Rachael Kravitz
Danielle Leblang
Kristen Lynn
Kristen Mattei
Jaimie Morsillo
Alyssa Niese
Anastasia Reynolds
Angela Righeimer
Blair Sorg
Victoria Traven

Softball
Keri Gallagher
Brook Gates
Rebecca Heimbigner
Melissa Rons
Jillian Spink
Shana Szypka
Lindsey Tobias
Samantha Toy
Erinn Wright
Whitney Young

Women's Swimming/ Diving
Kristen Clemmons
Jacy Dyer
Megan Friedli
Carly Harter
Laura Heckroth
Katie Jackson
Claire Leichty
Nicole Schropp
Kirsten Smith
Louise Smyth
Gillian Staudt
Amanda Thompson
Elizabeth Willis
Leslee Winfield

Men's Tennis
Sven Burus
Bryant Dudzik
Gursher Harika
Knott Likitkumchorn
Leo Sarria
Terrance Weigand

Women's Tennis
Ashley Frey

Women's Track/Field
Antalesha Ballard
Kaitlynne Bollin
Lei Bornhorst
Audra Brown
Joni Camp
Megan Chambers
Liza Cholin
Samantha Condron
Hannah Evans
Alexandera Fisher
Maureen Gibbs
Richelle Gray
Danielle Jacoby
Huijun Jing
Emma Kertesz
Ksenia Kriatchkova
Amanda Mannon
Emily Nadolny
Julie Snyder
Karen Sovacool
Kristal Studer
Dagna Sztykiel
Lindsey Toussant

Volleyball
Bailey Blank
Amber DeWeerdt
Bethany Irwin
Cassie Kleespies
Sondra Parys
McCall Paynter
Katie Westerfeld

Commitment to Academics

The Scholar-Baller® movement began in 1995. Founder, Dr. C. Keith Harrison, coined the term and piloted the program with Jean Boyd at Arizona State University in 2001. The University of Toledo joined the Scholar-Baller® family in October of 2007. The CHAMPS/Life Skills program is proud to support this partnership under it's "Commitment to Academics". Scholar-Ballers® were awarded with a embroidered patch to show that they are a part of the Scholar-Baller® Program. Helmet Stickers, with the Scholar-Baller® logo, are also on the helmets of all UT Scholar-Baller® football players.

A Scholar-Baller® is an individual who has attained a cumulative G.P.A. of at least a 3.0 and possesses academic and athletic prowess. Qualities of a Scholar-Baller® include the willingness to accept challenges of balancing academics and athletics, the tenacity never to give up when faced with social obstacles, and a commitment to lifelong learning and intellectual development of the mind and body.

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Demographic Information

NCAA Id	1002036586
Name	Julius Brown
Address	16231 South Sussex Markham IL (Illinois) US (United States Of America) 60428
Phone	17082251377
Graduation Date	01-May-11
Current High School	Hillcrest High School ((141493))

Course Information

English Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
X	113 INTRO TO ENGLISH	B	0.5	0.5	1.5	1.5
X	113 INTRO TO ENGLISH	B	0.5	0.5	1.5	1.5
X	122 LANGUAGE ARTS	A	0.5	0.5	2.0	2.0
X	122 LANGUAGE ARTS	B	0.5	0.5	1.5	1.5
X	132 AMERICAN LIT	B	0.5	0.5	1.5	1.5
X	132 AMERICAN LIT	C	0.5	0.5	1.0	1.0
X	147 SR ENG II:WRITING ABOUT SOCIAL ISSUE	A	0.5	0.5	2.0	2.0
X	149 SR ENGLISH IV: CONTEMPORARY LIT	B	0.5	0.5	1.5	1.5
		Total	4.00	4.00	12.50	12.50

Math Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
X	315 ALGEBRA 1 FOR UPPERCLASSMEN	C	0.5	0.5	1.0	1.0
1	315 ALGEBRA 1 FOR UPPERCLASSMEN	D	0.5		0.5	
1	317 GEOMETRY	D	0.5		0.5	
X	317 GEOMETRY	C	0.5	0.5	1.0	1.0
X	330 TOPICS IN ALGEBRA 2	B	0.5	0.5	1.5	1.5
X	330 TOPICS IN ALGEBRA 2	C	0.5	0.5	1.0	1.0
		Total	3.00	2.00	5.50	4.50

Science Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points

X	412 BIOLOGY	B	0.5	0.5	1.5	1.5
X	412 BIOLOGY	C	0.5	0.5	1.0	1.0
X	422 CHEMISTRY	C	0.5	0.5	1.0	1.0
X	422 CHEMISTRY	C	0.5	0.5	1.0	1.0
X	431 PHYSICS	C	0.5	0.5	1.0	1.0
X	431 PHYSICS	B	0.5	0.5	1.5	1.5
		Total	3.00	3.00	7.00	7.00

Social Studies Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
X	231 MINORITY STUDIES	B	0.5	0.5	1.5	1.5
X	231 MINORITY STUDIES	A	0.5	0.5	2.0	2.0
X	235 PSYCHOLOGY/H	B	0.5	0.5	2.0	2.0
X	235 PSYCHOLOGY/H	B	0.5	0.5	2.0	2.0
		Total	2.00	2.00	7.50	7.50

Additional Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
1	222 WORLD HISTORY	C	0.5		1.0	
1	222 WORLD HISTORY	C	0.5		1.0	
X	236 AMERICAN GOVERNMENT/ECONOMICS	B	0.5	0.5	1.5	1.5
X	236 AMERICAN GOVERNMENT/ECONOMICS	C	0.5	0.5	1.0	1.0
X	512 SPANISH 1	C	0.5	0.5	1.0	1.0
X	512 SPANISH 1	C	0.5	0.5	1.0	1.0
X	522 SPANISH 2	A	0.5	0.5	2.0	2.0
X	522 SPANISH 2	B	0.5	0.5	1.5	1.5
		Total	4.00	3.00	10.00	8.00

Academic Eligibility

Division I

Acad. Certification	Units	Quality Points	GPA
Final Qualifier	16.0	42.50	2.656

Division II

Acad. Certification	Units	Quality Points	GPA
Final Partial-Qualifier	14.0	39.50	2.821

ACT/SAT Test Scores

ACT Test Scores

Date	Type	O/U	Eng	Math	Read	Sci	Comp.	NCAA Sum
0410	S	O	16 X	17 X	20 X	13 X	17	66

SAT Test Scores

Date	Type	O/U	verb	Math	Comp.	NCAA Comp.

No SAT Scores Available

Eligibility Descriptions

ACT Sum Less Than 68

Student's Current High School Information

High School Code	141493
High School Name	Hillcrest High School
Status	
Address	17401 S Pulaski Road Country Club Hls IL - 60478
Contact No.	708-799-7000
Core Course Update Date	09-Nov-10

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Demographic Information

NCAA Id	1001007667
Name	Ryan Majerle
Address	3036 Gold Dust Ne Belmont MI (Michigan) US (United States Of America) 49306
Phone	616-365-3074
Graduation Date	01-Jun-11
Current High School	Rockford Senior High School ((233205))

Course Information

English Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
X	ENGLISH 9	A	0.5	0.5	2.0	2.0
X	ENGLISH 9	A	0.5	0.5	2.0	2.0
X	ENGLISH 10	A	0.5	0.5	2.0	2.0
X	ENGLISH 10	B	0.5	0.5	1.5	1.5
X	ENGLISH 11	A	0.5	0.5	2.0	2.0
X	ENGLISH 11	A	0.5	0.5	2.0	2.0
		Total	3.00	3.00	11.50	11.50

Math Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
X	ALGEBRA 2/H	B	0.5	0.5	2.0	2.0
X	ALGEBRA 2/H	B	0.5	0.5	2.0	2.0
X	PRE-CALCULUS	A	0.5	0.5	2.0	2.0
X	PRE-CALCULUS/H	B	0.5	0.5	2.0	2.0
X	INTRO CALCULUS	A	0.5	0.5	2.0	2.0
X	GEOMETRY/H	D	0.5	0.5	1.0	1.0
		Total	3.00	3.00	11.00	11.00

Science Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
X	EARTH SCIENCE	A	0.5	0.5	2.0	2.0
X	EARTH SCIENCE	A	0.5	0.5	2.0	2.0

X	BIOLOGY	A	0.5	0.5	2.0	2.0
X	BIOLOGY	A	0.5	0.5	2.0	2.0
X	CHEMISTRY	A	0.5	0.5	2.0	2.0
X	CHEMISTRY	A	0.5	0.5	2.0	2.0
		Total	3.00	3.00	12.00	12.00

Social Studies Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
X	WORLD STUDIES 1	A	0.5	0.5	2.0	2.0
X	AMERICAN STUDIES	A	0.5	0.5	2.0	2.0
X	AMERICAN STUDIES	A	0.5	0.5	2.0	2.0
X	GEN PSYCH	A	0.5	0.5	2.0	2.0
		Total	2.00	2.00	8.00	8.00

Additional Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
X	GEOMETRY/H	D	0.5	0.5	1.0	1.0
X	GERMAN 1	A	0.5	0.5	2.0	2.0
X	GERMAN 1	A	0.5	0.5	2.0	2.0
X	GERMAN 2	B	0.5	0.5	1.5	1.5
X	GERMAN 2	B	0.5	0.5	1.5	1.5
X	WORLD STUDIES 2	B	0.5	0.5	1.5	1.5
		Total	3.00	3.00	9.50	9.50

Academic Eligibility

Division I

Acad. Certification	Units	Quality Points	GPA
Final Qualifier	14.0	52.00	3.714

Division II

Acad. Certification	Units	Quality Points	GPA
Final Qualifier	14.0	52.00	3.714

ACT/SAT Test Scores

ACT Test Scores

Date	Type	O/U	Eng	Math	Read	Sci	Comp.	NCAA Sum
0310	S	O	23 X	29 X	29 X	21 X	26	102

SAT Test Scores

Date	Type	O/U	verb	Math	Comp.	NCAA Comp.

No SAT Scores Available

Eligibility Descriptions

None

Student's Current High School Information

High School Code	233205
High School Name	Rockford Senior High School
Status	U
Address	4100 Kroes St Ne Rockford MI - 49341
Contact No.	616-863-6033
Core Course Update Date	10-May-11

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Demographic Information

NCAA Id	1001003734
Name	Alexander Mathew
Address	3973 Lancaster Court Ypsilanti Mi 48197 Ypsilanti MI (Michigan) US (United States Of America) 48197
Phone	734-218-5272
Graduation Date	01-Jun-11
Current High School	Huron High School ((230086))

Course Information

English Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
X	ENGLISH 9	A	0.5	0.5	2.0	2.0
X	ENGLISH 9	A	0.5	0.5	2.0	2.0
X	AFRICAN-AMERICAN HUMANITIES (ENG)	A	0.5	0.5	2.0	2.0
X	AFRICAN-AMERICAN HUMANITIES (ENG)	A	0.5	0.5	2.0	2.0
X	AFRO AMER LIT 1 0133100	A	0.5	0.5	2.0	2.0
X	AFRO AMER LIT 1 0133100	A	0.5	0.5	2.0	2.0
X	ENGLISH/ACC	B	0.5	0.5	1.5	1.5
X	ENGLISH/ACC	B	0.5	0.5	1.5	1.5
		Total	4.00	4.00	15.00	15.00

Math Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
X	ALGEBRA 1 - 301011	B	0.5	0.5	1.5	1.5
1	ALGEBRA 1 - 301011	C	0.5		1.0	
X	GEOMETRY - 302011	A	0.5	0.5	2.0	2.0
X	GEOMETRY - 302011	A	0.5	0.5	2.0	2.0
X	ALGEBRA 2 - 301021	A	0.5	0.5	2.0	2.0
X	ALGEBRA 2 - 301021	B	0.5	0.5	1.5	1.5
		Total	3.00	2.50	10.00	9.00

Science Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points

1	BIOLOGY	B	0.5		1.5	
X	EARTH SCIENCE 1 0413100	A	0.5	0.5	2.0	2.0
X	EARTH SCIENCE 1 0413100	A	0.5	0.5	2.0	2.0
X	CHEMISTRY 1 0433300	A	0.5	0.5	2.0	2.0
X	CONCEPTUAL PHYSICS	A	0.5	0.5	2.0	2.0
X	CONCEPTUAL PHYSICS	A	0.5	0.5	2.0	2.0
		Total	3.00	2.50	11.50	10.00

Social Studies Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
X	AFRICAN AMERICAN HUM (HISTORY)	A	0.5	0.5	2.0	2.0
X	AFRICAN AMERICAN HUM (HISTORY)	A	0.5	0.5	2.0	2.0
X	ECONOMICS 0211500	A	0.5	0.5	2.0	2.0
X	US GOVERNMENT 0212600	A	0.5	0.5	2.0	2.0
		Total	2.00	2.00	8.00	8.00

Additional Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
1	BIOLOGY	C	0.5		1.0	
1	CHEMISTRY 1 0433300	B	0.5		1.5	
X	SPANISH 1 - 505011	A	0.5	0.5	2.0	2.0
X	SPANISH 1 - 505011	B	0.5	0.5	1.5	1.5
X	SPANISH 2 - 505021	A	0.5	0.5	2.0	2.0
X	SPANISH 2 - 505021	A	0.5	0.5	2.0	2.0
X	WORLD HISTORY & GEOGRAPHY 203021	B	0.5	0.5	1.5	1.5
X	WORLD HISTORY & GEOGRAPHY 203021	B	0.5	0.5	1.5	1.5
		Total	4.00	3.00	13.00	10.50

Academic Eligibility

Division I

Acad. Certification	Units	Quality Points	GPA
Final Qualifier	16.0	57.50	3.593

Division II

Acad. Certification	Units	Quality Points	GPA
Final Qualifier	14.0	52.50	3.75

ACT/SAT Test Scores

ACT Test Scores

Date	Type	O/U	Eng	Math	Read	Sci	Comp.	NCAA Sum
0610	S	O	18 X	25 X	18 X	23 X	21	84

SAT Test Scores

Date	Type	O/U	verb	Math	Comp.	NCAA Comp.
No SAT Scores Available						

Eligibility Descriptions

None

Student's Current High School Information

High School Code	230086
High School Name	Huron High School
Status	
Address	2727 Fuller Road Ann Arbor MI - 48105
Contact No.	734-994-2040
Core Course Update Date	22-Jul-11

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Demographic Information

NCAA Id	1010266023
Name	Justin Moss
Address	34215 Pinewood Apt. 206 Romulus MI (Michigan) US (United States Of America) 48174
Phone	313-282-8538
Graduation Date	01-Jun-11
Current High School	Romulus High School ((233225))

Course Information

English Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
X	ENGLISH 9	B	0.5	0.5	1.5	1.5
X	ENGLISH 11	B	0.5	0.5	1.5	1.5
X	ENGLISH 11	A	0.5	0.5	2.0	2.0
X	POETRY	B	0.5	0.5	1.5	1.5
1	PUBLIC SPEAKING	C	0.5		1.0	
X	AFRICAN AMERICAN LITERATURE	B	0.5	0.5	1.5	1.5
X	ENGLISH 12	B	0.5	0.5	1.5	1.5
X	ENGLISH 12	A	0.5	0.5	2.0	2.0
		Total	4.00	3.50	12.50	11.50

Math Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
X	ALGEBRA I	B	0.5	0.5	1.5	1.5
X	ALGEBRA I	B	0.5	0.5	1.5	1.5
X	GEOMETRY	B	0.5	0.5	1.5	1.5
1	GEOMETRY	C	0.5		1.0	
X	STATISTICS	B	0.5	0.5	1.5	1.5
X	ALGEBRA 2	A	0.5	0.5	2.0	2.0
X	ALGEBRA 2	B	0.5	0.5	1.5	1.5
X	STATISTICS	B	0.5	0.5	1.5	1.5
		Total	4.00	3.50	12.00	11.00

Science Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
X	GEOPHYSICAL SCIENCE	C	0.5	0.5	1.0	1.0
X	GEOPHYSICAL SCIENCE	C	0.5	0.5	1.0	1.0
X	BIOLOGY 1	C	0.5	0.5	1.0	1.0
X	BIOLOGY 1	C	0.5	0.5	1.0	1.0
		Total	2.00	2.00	4.00	4.00

Social Studies Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
X	US HISTORY	B	0.5	0.5	1.5	1.5
X	GOVERMENT (FEDERAL GOV)	B	0.5	0.5	1.5	1.5
X	GOVERNMENT ST/LOC (STATE & LOCAL GOV)	B	0.5	0.5	1.5	1.5
X	US HISTORY AND GEOGRAPHY	A	0.5	0.5	2.0	2.0
		Total	2.00	2.00	6.50	6.50

Additional Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
1	ECONOMICS	C	0.5		1.0	
X	PSYCHOLOGY	C	0.5	0.5	1.0	1.0
X	SPANISH 1	A	0.5	0.5	2.0	2.0
X	SPANISH 1	A	0.5	0.5	2.0	2.0
X	SPANISH 2	A	0.5	0.5	2.0	2.0
X	SPANISH 2	B	0.5	0.5	1.5	1.5
1	WORLD HISTORY	C	0.5		1.0	
X	WORLD HISTORY	C	0.5	0.5	1.0	1.0
		Total	4.00	3.00	11.50	9.50

Academic Eligibility

Division I

Acad. Certification	Units	Quality Points	GPA
Final Qualifier	16.0	46.50	2.906

Division II

Acad. Certification	Units	Quality Points	GPA
Final Qualifier	14.0	42.50	3.035

ACT/SAT Test Scores

ACT Test Scores

Date	Type	O/U	Eng	Math	Read	Sci	Comp.	NCAA Sum
0310	S	O	19 X	16 X	17 X	18 X	18	70

SAT Test Scores

Date	Type	O/U	verb	Math	Comp.	NCAA Comp.
No SAT Scores Available						

Eligibility Descriptions

None

Student's Current High School Information

High School Code	233225
High School Name	Romulus High School
Status	
Address	9650 South Wayne Road Romulus MI - 48174
Contact No.	734-532-1002
Core Course Update Date	08-Jul-10

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Name Justin Angijang Sport MBB

Evaluator Brian Lutz Date 3-21-11

Major Criminal Justice Anticipated Graduation Date 12-2011

UNIVERSITY OF TOLEDO STUDENT-ATHLETE EXIT INTERVIEW

1. What factors led to your decision to attend this institution?

Academic factors - way professors treated him.

2. Did you have a good experience athletically? Academically? Socially? Given your experiences, would you do anything differently if you had the chance?

Nothing.

3. Would you encourage other student-athletes to attend this institution?

Would encourage Others.

4. What impact did your athletic experiences have on your personal growth?

Helped to grow, mature and appreciate the opportunity.

5. Were your experiences in athletics what you expected them to be?

Not at all. Toledo was winning program, and Coach's Firing changed course of program

6. Do you feel you achieved your full potential/met your goals as a student-athlete at UT? Why or why not?

Didn't meet full potential, expected to win one or two Championships

7. What types of things would have made you more satisfied with your experiences at this institution?

More wins

8. Was your practice and competition schedule ever a hindrance to you academically? Socially? Did you have time for extracurricular activities other than athletics?

Wasn't a hindrance.

9. Do you feel your sport had administrative support in the following areas:

   A. Training Room – Yes

   B. Academic Advising – Yes

   C. Equipment – Yes

   D. Facilities/Operations – Yes

   E. Travel Housing/Meals – Yes

   F. Promotions/Marketing – Not really. Could promote better to students

   G. Strength/Conditioning – Yes

10. What changes would you like to see take place in intercollegiate athletics at The University of Toledo?

Promote games more

<u>Immediate Plans</u>

11. How can the athletics department assist you with your career objectives?

Help find a job.

May 2006

Devin Russell
Exit
Interview

drussell3@yahoo.com

THE UNIVERSITY OF TOLEDO
INTERCOLLEGIATE ATHLETICS
STUDENT-ATHLETE SURVEY

The purpose of this questionnaire is to solicit information from student-athletes who are completing athletics eligibility/transferring from the institution. This information will be utilized to improve the intercollegiate athletics programs at The University of Toledo. Please keep in mind the information contained in this form will remain confidential. Your candid responses will be very helpful and appreciated. PLEASE ANSWER ALL ITEMS. When finished, please return to Brian Lutz, Associate Athletics Director for Compliance.

Sport Basketball Academic Yr. 2010 Male ✓ Female ____

Reason(s) for exiting sport:

Completed Eligibility	Graduation	Disqualification	Dissatisfaction	Injury	Other
☐	☐	☐	☒	☐	☐

Financial Information:

How did you finance your education? Check all that apply:

Full Athletic Scholarship	Partial Athletic Scholarship	Grants	Loans	Work	Personal/Family Support	Scholarships (Non-Athletic)
☒	☐	☐	☐	☐	☐	☐

Other ____

PLEASE ANSWER THE FOLLOWING QUESTIONS AS COMPLETELY AND HONESTLY AS YOU CAN:

OVERALL

1. What were your reasons for attending The University of Toledo?

   A. Great Criminal Justice program.

   B. Staying close to home, friends and family.

   C. To play basketball for Gene Cross.

2. If you were being recruited from high school today, would you choose to attend UT again?

   Yes ✓ No ____ Please explain Because it's a great place to be. Everyone is very polite and respectful to each other.

3. How would you describe your overall experience at The University of Toledo?

   My overall experience at UT has been great. The people here are phenomenal. Also the school has wonderful facilities, and excellent professors. It's a great place to attend school.

4. To what extent did you achieve your academic goals?

Completely ☒ Somewhat ☐ Not at all ☐

Explain contributing factors in goal achievement: The Rocket Academic Center helped me out tremendously. Summer before my freshman year study table helped me understand what student Athlete meant.

5. How would you describe your athletic experience at The University of Toledo?

Its hard to describe my athletic experience at Toledo because I never got an opportunity to play this season.

6. To what extent did you achieve your athletic goals?

Completely ☐ Somewhat ☐ Not at all ☒

Explain contributing factors in goal achievement: Never had an opportunity.

7. Did your coaches and sport program allow you to fully develop your athletic potential?

Yes ___ No ✓ Why or why not? Just didn't feel like I was apart of the program. But I felt as if I could developed a little better. Just needed work.

8. What do you believe are the strengths of Toledo's athletics program?

I couldn't say.

9. What do you believe are the areas that need improvement in Toledo's athletics program? Recommendations for improvement?

I couldn't say.

STUDENT SERVICES

1. Which of the following resources/services have you used? Of the ones you have used, please rank these services on how important they have been in helping you succeed at The University of Toledo.

	Never Used	Have Used	Very Important	Somewhat Important	Not Important
a. Student Health Insurance	☐	☒	☐	☐	☐
b. Student Medical Services	☐	☐	☒	☐	☐
c. University Counseling Center	☒	☐	☐	☐	☐
d. Office of Student Services	☐	☐	☒	☐	☐
e. Office of International Services	☒	☐	☐	☐	☐
f. Career Services	☐	☐	☐	☒	☐
g. Student Development Center	☐	☐	☐	☒	☐
h. Office of Accessibility	☐	☒	☐	☐	☐

2. Please indicate whether or not counseling services were available to deal with the following needs specific to your participation in athletics. Also indicate if you utilized the particular services and if you believe the services were or would be beneficial to student-athletes.

Stresses related to: (Circle Yes or No)	Counseling was available		Counseling was or would be beneficial	
a. Time Demands	Yes	No	Yes	No
b. Competition	Yes	No	Yes	No
c. Publicity	Yes	No	Yes	No
d. Playing Time	Yes	No	Yes	No
e. Injury	Yes	No	Yes	No
f. Peer Pressure	Yes	No	Yes	No
g. Adjustment to college life	Yes	No	Yes	No
h. Career options	Yes	No	Yes	No
i. Drug or alcohol problems	Yes	No	Yes	No
j. Body weight/eating disorders	Yes	No	Yes	No

3. Do you feel enrichment programs discussing the following areas would be beneficial to student-athletes? Please circle Yes or No:

a. Time management	Yes	No
b. Racial/cultural/gender relations	Yes	No
c. Nutrition	Yes	No
d. AIDS/HIV	Yes	No
e. Career development	Yes	No
f. Eating disorders	Yes	No
g. Sport performance enhancement (mental training)	Yes	No
h. Stress management	Yes	No
i. Other (please specify)_____	Yes	No

ACADEMIC SERVICES

Please rate the areas below as they relate to you according to the scale noted:

	Excellent	Very Good	Average	Poor	Not Applicable
a. Orientation course required for all entering students	☐	☐	☒	☐	☐
b. Tutorials for athletes	☒	☐	☐	☐	☐
c. Academic advising by Director of Academics and/or assistant	☐	☒	☐	☐	☐
d. Academic advising by major dept.	☐	☒	☐	☐	☐
e. Study tables	☐	☒	☐	☐	☐
f. Toledo athletics department orientation program	☐	☒	☐	☐	☐
g. Student-athlete handbook	☒	☐	☐	☐	☐

Did you ever use the Athletics Academic Support Services? (Yes) No

If so, how often during your athletic career? All the time.

In your opinion, what are the major strengths and/or areas that need improvement in the academic services program?

I have no clue because everytime I was there for help or something, they were right on it to assist me.

SPORT SPECIFIC

Please rate the following areas as they relate to your sport according to the scale below:

5 = Excellent
4 = Very good
3 = Average
2 = Poor
1 = I don't know

Each question requires two responses; please provide a rating for each, i.e. availability and quality.

a. Overall Athletic facilities	5	4
b. Workout and training facilities	5	4
c. Competition facilities	4	3
d. Weight room	5	4
e. Athletic training room	4	3
f. Practice and competition schedules	3	3
g. Individual and team publicity	3	3
h. Equipment and uniforms	3	3
i. Team travel	4	3
j. Meals and lodging during team travel	4	3
k. Adequacy of team budget (if known)	3	3
l. Other_____		

PERSONNEL

	Very Satisfying	Somewhat Satisfying	Somewhat Dissatifying	Very Dissatisfying
I found the atmosphere and attitude in the training room to be.	☐	☒	☐	☐
I found the atmosphere and attitude In the equipment room to be:	☐	☒	☐	☐
I found the support and leadership of the athletics administration to be	☐	☒	☐	☐
I found the attitude and ability of the athletic trainers to be:	☐	☒	☐	☐
I found the game management of my specific sport to be:	☐	☒	☐	☐
I found the day-to-day competence of my immediate coaches to be.	☐	☒	☐	☐
I perceived the abilities of my immediate coaches toward specific event preparations and planning to be'	☐	☒	☐	☐
I would consider the on-field/court coaching, teaching and preparation in practice sessions by my immediate coaches to have been:	☐	☒	☐	☐
I found the motivational abilities, encouragement, and positive reassurance of my immediate coaches to have been:	☐	☒	☐	☐
I found my immediate coaches' concern toward my health, academics and personal problems to be	☐	☒	☐	☐

GENERAL INFORMATION:

1. Do you believe that women's and men's sports are treated equitably at UT? Yes ✓ No____ Explain. What recommendations do you have for improvement? none

2. Excluding gender differences, are all sports programs provided an opportunity to succeed at UT? Yes ✓ No____ Explain. What recommendations do you have for improvement? It goes by really fast, work hard and it will pay off.

3. Did you experience or witness any of the following while a student-athlete at Toledo?

Sexual Harassment	Yes	No
Racism/sexism	Yes	No
Physical abuse	Yes	No
Hazing	Yes	No
Verbal abuse	Yes	No
Mental abuse	Yes	No

If you answered "yes" to any of the above, please explain:_____

4. If you are a person of color and/or cultural diversity and/or female.
   a. In what ways were your racial, cultural, or gender needs in intercollegiate athletics identified and met? All of my goals and needs were met.
   b. In what ways were your needs not identified or met? N/A
   c. What improvements would you suggest in this area? N/A

ATHLETIC TIME COMMITMENTS

1. How many hours a week did you spend on countable related athletic activities (e.g. practices, meetings, films, weight training, etc.) during your season Twenty hours a week probley.
2. How many hrs.a week did you spend on countable related athletic activities during the off-season? 7 hours a week probley.
3. Do you feel the demands of athletic practice and meetings interfered with your ability to succeed in your studies? Yes___ No ✓ Explain Because you have the academic center to go to for help and to get your studies done.
4. Do you support the current restrictions placed on the number of hours per week that coaches are allowed to conduct athletically-related activities? Yes ✓ No___ Explain Because if it wasn't restrictions I wouldn't have no time to get my academics done.
5. Do these restrictions create an advantage/disadvantage/no difference in personal skill development?

   Advantage because you have a little more time to yourself.
6. Were you required to miss meals due to participation in your sport? Yes____ No ✓ If "yes," how many meals did you miss during the year? Why?____
7. Did you ever miss class due to practice conflicts? Yes___ No ✓ If "yes," how many classes per week?
8. Were you ever required to miss a midterm or final exam due to practice or competition conflicts? Yes____ No ✓ If "Yes," how many did you miss during your entire sports career at Toledo?____
9. Were out-of-season workouts suggested/expected by coaches? Yes ✓ No___ If yes, how often? couple times a week and team play.
   Describe the types of activities Skill work outs, and open gym
10. Were out-of-season workouts required by coaches? Yes____ No ✓ If yes, how often couple times a week. Coaches was never involve though they just told us.
    Describe the types of activities skill work outs, and open gym.
11. Do you believe that your coach(es) were sensitive to the demands placed on your time while you were a student-athlete? Yes____ No____ Explain I have no clue.
12. Did your coach/es know your goals? Yes____ No ✓ Explain____

13. Did any of your teammates transfer from or quit the program? Yes_✓_ No_____ If yes, describe the reasons Didn't want to play for a coach who didn't recruit them.

RECRUITMENT

1. Were you informed of NCAA, conference, and institutional regulations? Yes_✓_ No_____

2. If you were informed of NCAA, conference and institutional regulations, please describe the methods (e.g , face-to-face discussions, newsletters, handbooks) by which you received information All.

3. Do you feel you had a good understanding of the regulations? Yes_✓_No____ Explain_____

4. During your recruitment by this or any other institution, or while enrolled in this institution, did you receive any nonpermissible offers, inducements or benefits from an employee of the athletics department or a booster?
   a. _____ I was not recruited.
   b. _✓_ No.
   c. _____ Yes. Please indicate below any nonpermissible offers or benefits you received during recruitment or while enrolled at this institution. Check all that apply.
      1. _____ Cash or a cash equivalent award (e.g., sports club membership)
      2. _____ Free or reduced cost services (e.g. entertainment, typing, laundry, dry-cleaning), rentals or purchases (airline tickets, clothing, automobile, food) or any type.
      3. _____ Use of an automobile.
      4. _____ Use of a telephone or credit card.
      5. _____ Gift(s) of athletics equipment, supplies or clothing (e.g. from a manufacturer or commercial enterprise.)
      6. _____ Payment for complimentary tickets.
      7. _____ Any tangible items, including merchandise.
      8. _____ A job or employment arranged by a staff member or representative of athletics interest before or after high school graduation.
      9. _____ Transportation to a job.
      10. _____ A loan or co-signing of a loan.
      11. _____ A guarantee of a bond.
      12. _____ A loan or payment of other expenses for a relative or friend.
      13. _____ An employment arrangement for a relative or friend.

5. Are you aware of other student athletes who have received nonpermissible benefits? Yes____No_✓_

6. Are you aware of any boosters who have provided nonpermissible benefits to student athletes? Yes____ No_✓_

7. To the best of your knowledge, did your coaches comply with NCAA, conference and institutional rules? Yes

   Yes_✓_No____If no, what areas do you believe violations may have occurred (e.g. recruiting, financial aid, eligibility, nonpermissible benefits)?_____

8. While enrolled in this institution, were you ever declared ineligible to practice or compete? Yes____No_✓_ If yes, for what reason?_____

DEGREE COMPLETION

1. If you have not yet finished your bachelor's degree, how committed are you to finishing at Toledo?

Very Committed	Somewhat Committed	Not Sure
☒	☐	☐

2. When do you expect to graduate? Date Fall 2012
3. If you are not sure, are you planning to transfer elsewhere? Yes √ No___ If Yes, where? Bethune Cookman
4. Do you plan to attend graduate school? Yes √ No___ When 2013 Where Bethune Cookman
5. What are your specific future plans (job, travel, etc.)? DEA Criminal Justice
6. What changes if any, would you propose to make in the Toledo athletics program? Nothing at all.

PLEASE RETURN TO BRIAN LUTZ IN SAVAGE ARENA.

THE UNIVERSITY OF TOLEDO
INTERCOLLEGIATE ATHLETICS
STUDENT-ATHLETE SURVEY

The purpose of this questionnaire is to solicit information from student-athletes who are completing athletics eligibility/transferring from the institution. This information will be utilized to improve the intercollegiate athletics programs at The University of Toledo. Please keep in mind the information contained in this form will remain confidential. Your candid responses will be very helpful and appreciated. PLEASE ANSWER ALL ITEMS. When finished, please return to Brian Lutz, Associate Athletics Director for Compliance.

Sport Basketball Academic Yr. Sophomore Male ✓ Female ____

Reason(s) for exiting sport:

Completed Eligibility	Graduation	Disqualification	Dissatisfaction	Injury	Other
☐	☐	☐	☑	☐	☐

Financial Information:

How did you finance your education? Check all that apply:

Full Athletic Scholarship	Partial Athletic Scholarship	Grants	Loans	Work	Personal/Family Support	Scholarships (Non-Athletic)
☑	☐	☐	☐	☐	☐	☐

Other ____

PLEASE ANSWER THE FOLLOWING QUESTIONS AS COMPLETELY AND HONESTLY AS YOU CAN:

OVERALL

1. What were your reasons for attending The University of Toledo?

   A. I was offered a full scholarship to play Basketball.

   B. It is only four hours away from my hometown Chicago, Illinois.

   C. ____

2. If you were being recruited from high school today, would you choose to attend UT again?

   Yes ____ No ✓ Please explain ____

3. How would you describe your overall experience at The University of Toledo?

   It had many ups and downs but if I could do it over I would change alot of things

4. To what extent did you achieve your **academic goals**?

Completely ☐ Somewhat ☑ Not at all ☐

Explain contributing factors in goal achievement:

5. How would you describe your **athletic** experience at The University of Toledo?

It was a great learning experience, but my second year was honestly better.

6. To what extent did you achieve your **athletic goals**?

Completely ☐ Somewhat ☑ Not at all ☐

Explain contributing factors in goal achievement: Averaged 14 points this year and recieved alot of attention from the MAC

7. Did your coaches and sport program allow you to fully develop your athletic potential?

Yes ✓ No____ Why or why not? Because they saw my potential and my integrity

8. What do you believe are the **strengths** of Toledo's athletics program?

They are well organized and take academics extremely serious.

9. What do you believe are the areas that **need improvement** in Toledo's athletics program? Recommendations for improvement?

No Comment

STUDENT SERVICES

1. Which of the following resources/services have you used? Of the ones you have used, please rank these services on how important they have been in helping you succeed at The University of Toledo.

	Never Used	Have Used	Very Important	Somewhat Important	Not Important
a. Student Health Insurance	☐	☑	☐	☐	☐
b. Student Medical Services	☐	☑	☐	☐	☐
c. University Counseling Center	☑	☐	☐	☐	☐
d. Office of Student Services	☐	☐	☐	☑	☐
e. Office of International Services	☑	☐	☐	☐	☐
f. Career Services	☐	☑	☐	☐	☐
g. Student Development Center	☑	☐	☐	☐	☐
h. Office of Accessibility	☐	☐	☐	☑	☐

2. Please indicate whether or not counseling services were available to deal with the following needs specific to your participation in athletics. Also indicate if you utilized the particular services and if you believe the services were or would be beneficial to student-athletes.

Stresses related to: (Circle Yes or No)	Counseling was available		Counseling was or would be beneficial	
a. Time Demands	Yes	No	Yes	No
b. Competition	Yes	No	Yes	No
c. Publicity	Yes	No	Yes	No
d. Playing Time	Yes	No	Yes	No
e. Injury	Yes	No	Yes	No
f. Peer Pressure	Yes	No	Yes	No
g. Adjustment to college life	Yes	No	Yes	No
h. Career options	Yes	No	Yes	No
i. Drug or alcohol problems	Yes	No	Yes	No
j. Body weight/eating disorders	Yes	No	Yes	No

3. Do you feel enrichment programs discussing the following areas would be beneficial to student-athletes? Please circle Yes or No:

a. Time management	Yes	No
b. Racial/cultural/gender relations	Yes	No
c. Nutrition	Yes	No
d. AIDS/HIV	Yes	No
e. Career development	Yes	No
f. Eating disorders	Yes	No
g. Sport performance enhancement (mental training)	Yes	No
h. Stress management	Yes	No
i. Other (please specify)_____	Yes	No

ACADEMIC SERVICES

Please rate the areas below as they relate to you according to the scale noted:

	Excellent	Very Good	Average	Poor	Not Applicable
a. Orientation course required for all entering students	☐	☐	☑	☐	☐
b. Tutorials for athletes	☐	☐	☑	☐	☐
c. Academic advising by Director of Academics and/or assistant	☐	☑	☐	☐	☐
d. Academic advising by major dept.	☐	☐	☑	☑	☐
e. Study tables	☐	☐	☐	☑	☐
f. Toledo athletics department orientation program	☐	☑	☐	☐	☐
g. Student-athlete handbook	☐	☑	☐	☐	☐

Did you ever use the Athletics Academic Support Services? Yes (No)

If so, how often during your athletic career?_____

In your opinion, what are the major strengths and/or areas that need improvement in the academic services program?

_____

_____

_____

SPORT SPECIFIC

Please rate the following areas as they relate to your sport according to the scale below:

5 = Excellent
4 = Very good
3 = Average
2 = Poor
1 = I don't know

Each question requires two responses; please provide a rating for each, i.e. availability and quality.

a. Overall Athletic facilities	4	4
b. Workout and training facilities	4	4
c. Competition facilities	4	4
d. Weight room	4	4
e. Athletic training room	3	3
f. Practice and competition schedules	3	4
g. Individual and team publicity	3	3
h. Equipment and uniforms	3	2
i. Team travel	3	3
j. Meals and lodging during team travel	4	3
k. Adequacy of team budget (if known)	3	3
l. Other_____		

PERSONNEL

	Very Satisfying	Somewhat Satisfying	Somewhat Dissatifying	Very Dissatisfying
I found the atmosphere and attitude in the training room to be:	☑	☐	☐	☐
I found the atmosphere and attitude In the equipment room to be:	☐	☑	☐	☐
I found the support and leadership of the athletics administration to be:	☐	☑	☐	☐
I found the attitude and ability of the athletic trainers to be:	☐	☐	☑	☐
I found the game management of my specific sport to be:	☐	☑	☑	☐
I found the day-to-day competence of my immediate coaches to be:	☐	☑	☐	☐
I perceived the abilities of my immediate coaches toward specific event preparations and planning to be:	☐	☐	☑	☐
I would consider the on-field/court coaching, teaching and preparation in practice sessions by my immediate coaches to have been:	☐	☑	☐	☐
I found the motivational abilities, encouragement, and positive reassurance of my immediate coaches to have been:	☐	☑	☐	☐
I found my immediate coaches' concern toward my health, academics and personal problems to be:	☐	☐	☑	☐

GENERAL INFORMATION:

1. Do you believe that women's and men's sports are treated equitably at UT? Yes ✓ No ____ Explain. What recommendations do you have for improvement? _____

2. Excluding gender differences, are all sports programs provided an opportunity to succeed at UT? Yes ✓ No ____ Explain. What recommendations do you have for improvement? _____

3. Did you experience or witness any of the following while a student-athlete at Toledo?

Sexual Harassment	Yes	(No)
Racism/sexism	Yes	(No)
Physical abuse	Yes	(No)
Hazing	Yes	(No)
Verbal abuse	Yes	(No)
Mental abuse	Yes	(No)

If you answered "yes" to any of the above, please explain: _____

4. If you are a person of color and/or cultural diversity and/or female:
   a. In what ways were your racial, cultural, or gender needs in intercollegiate athletics identified and met?

   b. In what ways were your needs not identified or met?

   c. What improvements would you suggest in this area?

ATHLETIC TIME COMMITMENTS

1. How many hours a week did you spend on countable related athletic activities (e.g. practices, meetings, films, weight training, etc.) during your season 20 hrs
2. How many hrs.a week did you spend on countable related athletic activities during the off-season? N/A
3. Do you feel the demands of athletic practice and meetings interfered with your ability to succeed in your studies? Yes___ No ✓ Explain
4. Do you support the current restrictions placed on the number of hours per week that coaches are allowed to conduct athletically-related activities? Yes ✓ No___ Explain
5. Do these restrictions create an advantage/disadvantage/no difference in personal skill development? No Difference
6. Were you required to miss meals due to participation in your sport? Yes___ No ✓ If "yes," how many meals did you miss during the year? Why?
7. Did you ever miss class due to practice conflicts? Yes___ No ✓ If "yes," how many classes per week?
8. Were you ever required to miss a midterm or final exam due to practice or competition conflicts? Yes ✓ No___ If "Yes," how many did you miss during your entire sports career at Toledo? 8
9. Were out-of-season workouts **suggested/expected** by coaches? Yes ✓ No___ If yes, how often?

   Describe the types of activities 2 Hours a week
10. Do you believe that your coach(es) were sensitive to the demands placed on your time while you were a student-athlete? Yes___ No ✓ Explain
11. Did your coach/es know your goals? Yes___ No ✓ Explain
12. Did any of your teammates transfer from or quit the program? Yes ✓ No___ If yes, describe the reasons Coach and player agreement

RECRUITMENT

1. Were you informed of NCAA, conference, and institutional regulations? Yes ✓ No ____

2. If you were informed of NCAA, conference and institutional regulations, please describe the methods (e.g., face-to-face discussions, newsletters, handbooks) by which you received information ____

3. Do you feel you had a good understanding of the regulations? Yes ✓ No ____ Explain They described everything I needed to know perfectly

4. During your recruitment by this or any other institution, or while enrolled in this institution, did you receive any nonpermissible offers, inducements or benefits from an employee of the athletics department or a booster?
   a. ✓ I was not recruited.
   b. ✓ No.
   c. ____ Yes. Please indicate below any nonpermissible offers or benefits you received during recruitment or while enrolled at this institution. **Check all that apply.**
      1. ____ Cash or a cash equivalent award (e.g., sports club membership)
      2. ____ Free or reduced cost services (e.g. entertainment, typing, laundry, dry-cleaning), rentals or purchases (airline tickets, clothing, automobile, food) or any type.
      3. ____ Use of an automobile.
      4. ____ Use of a telephone or credit card.
      5. ____ Gift(s) of athletics equipment, supplies or clothing (e.g. from a manufacturer or commercial enterprise.)
      6. ____ Payment for complimentary tickets.
      7. ____ Any tangible items, including merchandise.
      8. ____ A job or employment arranged by a staff member or representative of athletics interest before or after high school graduation.
      9. ____ Transportation to a job.
      10. ____ A loan or co-signing of a loan.
      11. ____ A guarantee of a bond.
      12. ____ A loan or payment of other expenses for a relative or friend.
      13. ____ An employment arrangement for a relative or friend.

5. Are you aware of other student athletes who have received nonpermissible benefits? Yes ____ No ✓

6. Are you aware of any boosters who have provided nonpermissible benefits to student athletes? Yes ____ No ✓

7. To the best of your knowledge, did your coaches comply with NCAA, conference and institutional rules?

   Yes ✓ No ____ If no, what areas do you believe violations may have occurred (e.g. recruiting, financial aid, eligibility, nonpermissible benefits)? ____

8. While enrolled in this institution, were you ever declared ineligible to practice or compete? Yes ____ No ✓ If yes, for what reason? ____

DEGREE COMPLETION

1. If you have not yet finished your bachelor's degree, how committed are you to finishing at Toledo?

Very Committed ☐ Somewhat Committed ☐ Not Sure ☑

2. When do you expect to graduate? Date May 2013
3. If you are not sure, are you planning to transfer elsewhere? Yes ✓ No___ If Yes, where? N/A
4. Do you plan to attend graduate school? Yes___ No ✓ When_____ Where_____
5. What are your specific future plans (job, travel, etc.)? Real Estate Agent or Business Manager
6. What changes if any, would you propose to make in the Toledo athletics program? None

PLEASE RETURN TO BRIAN LUTZ IN SAVAGE ARENA.

J. T. Thomas

THE UNIVERSITY OF TOLEDO
INTERCOLLEGIATE ATHLETICS
STUDENT-ATHLETE SURVEY

The purpose of this questionnaire is to solicit information from student-athletes who are completing athletics eligibility/transferring from the institution. This information will be utilized to improve the intercollegiate athletics programs at The University of Toledo. Please keep in mind the information contained in this form will remain confidential. Your candid responses will be very helpful and appreciated. PLEASE ANSWER ALL ITEMS. When finished, please return to Brian Lutz, Associate Athletics Director for Compliance.

Sport Basketball Academic Yr. Freshman Male ✓ Female ____

Reason(s) for exiting sport:

Completed Eligibility	Graduation	Disqualification	Dissatisfaction	Injury	Other
☐	☐	☐	☐	☐	☑

Financial Information:

How did you finance your education? Check all that apply:

Full Athletic Scholarship	Partial Athletic Scholarship	Grants	Loans	Work	Personal/Family Support	Scholarships (Non-Athletic)
☑	☐	☐	☐	☐	☐	☐

Other ____

PLEASE ANSWER THE FOLLOWING QUESTIONS AS COMPLETELY AND HONESTLY AS YOU CAN:

OVERALL

1. What were your reasons for attending The University of Toledo?

   A. Great campus

   B. good coaching staff

   C. nice facility

2. If you were being recruited from high school today, would you choose to attend UT again?

   Yes ____ No ✓ Please explain to far from home.

3. How would you describe your overall experience at The University of Toledo?

   My experience was diffrent, but I learned alot.

4. To what extent did you achieve your **academic goals**?

Completely ☐ Somewhat ☑ Not at all ☐

Explain contributing factors in goal achievement:

5. How would you describe your **athletic** experience at The University of Toledo?

It was pretty rough.

6. To what extent did you achieve your **athletic goals**?

Completely ☐ Somewhat ☐ Not at all ☑

Explain contributing factors in goal achievement:

7. Did your coaches and sport program allow you to fully develop your athletic potential?

Yes ✓ No____ Why or why not?

8. What do you believe are the **strengths** of Toledo's athletics program?

The study table program.

9. What do you believe are the areas that **need improvement** in Toledo's athletics program? Recommendations for improvement?

I'm not sure

STUDENT SERVICES

1. Which of the following resources/services have you used? Of the ones you have used, please rank these services on how important they have been in helping you succeed at The University of Toledo.

	Never Used	Have Used	Very Important	Somewhat Important	Not Important
a. Student Health Insurance	☑	☐	☐	☐	☐
b. Student Medical Services	☐	☑	☐	☐	☐
c. University Counseling Center	☑	☐	☐	☐	☐
d. Office of Student Services	☑	☐	☐	☐	☐
e. Office of International Services	☑	☐	☐	☐	☐
f. Career Services	☐	☐	☑	☐	☐
g. Student Development Center	☑	☐	☐	☐	☐
h. Office of Accessibility	☑	☐	☐	☐	☐

2. Please indicate whether or not counseling services were available to deal with the following needs specific to your participation in athletics. Also indicate if you utilized the particular services and if you believe the services were or would be beneficial to student-athletes.

Stresses related to: (Circle Yes or No)	Counseling was available		Counseling was or would be beneficial	
a. Time Demands	Yes	No	Yes	No
b. Competition	Yes	No	Yes	No
c. Publicity	Yes	No	Yes	No
d. Playing Time	Yes	No	Yes	No
e. Injury	Yes	No	Yes	No
f. Peer Pressure	Yes	No	Yes	No
g. Adjustment to college life	Yes	No	Yes	No
h. Career options	Yes	No	Yes	No
i. Drug or alcohol problems	Yes	No	Yes	No
j. Body weight/eating disorders	Yes	No	Yes	No

3. Do you feel enrichment programs discussing the following areas would be beneficial to student-athletes? Please circle Yes or No:

a. Time management	Yes	No
b. Racial/cultural/gender relations	Yes	No
c. Nutrition	Yes	No
d. AIDS/HIV	Yes	No
e. Career development	Yes	No
f. Eating disorders	Yes	No
g. Sport performance enhancement (mental training)	Yes	No
h. Stress management	Yes	No
i. Other (please specify)_____	Yes	No

ACADEMIC SERVICES

Please rate the areas below as they relate to you according to the scale noted:

	Excellent	Very Good	Average	Poor	Not Applicable
a. Orientation course required for all entering students	☐	☐	☑	☐	☐
b. Tutorials for athletes	☐	☐	☑	☐	☐
c. Academic advising by Director of Academics and/or assistant	☐	☐	☑	☐	☐
d. Academic advising by major dept.	☐	☑	☐	☐	☐
e. Study tables	☐	☑	☐	☐	☐
f. Toledo athletics department orientation program	☐	☐	☑	☐	☐
g. Student-athlete handbook	☐	☐	☑	☐	☐

Did you ever use the Athletics Academic Support Services? Yes (No)

If so, how often during your athletic career?_____

In your opinion, what are the major strengths and/or areas that need improvement in the academic services program?

_____

_____

_____

SPORT SPECIFIC

Please rate the following areas as they relate to your sport according to the scale below:

5 = Excellent
4 = Very good
3 = Average
2 = Poor
1 = I don't know

Each question requires two responses; please provide a rating for each, i.e. availability and quality.

a.	Overall Athletic facilities	4 / 4
b.	Workout and training facilities	4 / 4
c.	Competition facilities	4 / 4
d.	Weight room	3 / 3
e.	Athletic training room	3 / 3
f.	Practice and competition schedules	3 / 3
g.	Individual and team publicity	3 / 3
h.	Equipment and uniforms	3 / 4
i.	Team travel	3 / 3
j.	Meals and lodging during team travel	3 / 3
k.	Adequacy of team budget (if known)	4 / 4
l.	Other_____	____ / ____

PERSONNEL

	Very Satisfying	Somewhat Satisfying	Somewhat Dissatifying	Very Dissatisfying
I found the atmosphere and attitude in the training room to be:	☐	☑	☐	☐
I found the atmosphere and attitude In the equipment room to be:	☐	☑	☐	☐
I found the support and leadership of the athletics administration to be:	☐	☑	☐	☐
I found the attitude and ability of the athletic trainers to be:	☐	☑	☐	☐
I found the game management of my specific sport to be:	☐	☑	☐	☐
I found the day-to-day competence of my immediate coaches to be:	☐	☑	☐	☐
I perceived the abilities of my immediate coaches toward specific event preparations and planning to be:	☐	☑	☐	☐
I would consider the on-field/court coaching, teaching and preparation in practice sessions by my immediate coaches to have been:	☐	☐	☑	☐
I found the motivational abilities, encouragement, and positive reassurance of my immediate coaches to have been:	☐	☐	☑	☐
I found my immediate coaches' concern toward my health, academics and personal problems to be:	☐	☐	☑	☐

GENERAL INFORMATION:

1. Do you believe that women's and men's sports are treated equitably at UT? Yes ✓ No____ Explain. What recommendations do you have for improvement?_____

2. Excluding gender differences, are all sports programs provided an opportunity to succeed at UT? Yes ✓ No_____ Explain. What recommendations do you have for improvement?_____

3. Did you experience or witness any of the following while a student-athlete at Toledo?

Sexual Harassment	Yes	No
Racism/sexism	Yes	No
Physical abuse	Yes	No
Hazing	Yes	No
Verbal abuse	Yes	No
Mental abuse	Yes	No

If you answered "yes" to any of the above, please explain:_____

4. If you are a person of color and/or cultural diversity and/or female:
   a. In what ways were your racial, cultural, or gender needs in intercollegiate athletics identified and met?

   b. In what ways were your needs not identified or met?

   c. What improvements would you suggest in this area?

ATHLETIC TIME COMMITMENTS

1. How many hours a week did you spend on countable related athletic activities (e.g. practices, meetings, films, weight training, etc.) during your season_____

2. How many hrs.a week did you spend on countable related athletic activities during the off-season?____

3. Do you feel the demands of athletic practice and meetings interfered with your ability to succeed in your studies? Yes___ No_✓_ Explain_____

4. Do you support the current restrictions placed on the number of hours per week that coaches are allowed to conduct athletically-related activities? Yes_✓_No___Explain_____

   _____

5. Do these restrictions create an advantage/disadvantage/no difference in personal skill development?

   _____

6. Were you required to miss meals due to participation in your sport? Yes_✓_No_____ If "yes," how many meals did you miss during the year? Why?_____

7. Did you ever miss class due to practice conflicts? Yes___No_✓_If "yes," how many classes per week?

8. Were you ever required to miss a midterm or final exam due to practice or competition conflicts? Yes____No_✓_ If "Yes," how many did you miss during your entire sports career at Toledo?_____

9. Were out-of-season workouts **suggested/expected** by coaches? Yes✓___No___ If yes, how often?_____

   Describe the types of activities_____

10. Do you believe that your coach(es) were sensitive to the demands placed on your time while you were a student-athlete? Yes_✓_ No____ Explain_____

    _____

11. Did your coach/es know your goals? Yes____No_✓_ Explain_____

    _____

12. Did any of your teammates transfer from or quit the program? Yes_✓_ No_____ If yes, describe the reasons_____

RECRUITMENT

1. Were you informed of NCAA, conference, and institutional regulations? Yes____ No✓____

2. If you were informed of NCAA, conference and institutional regulations, please describe the methods (e.g., face-to-face discussions, newsletters, handbooks) by which you received information_____

   _____

3. Do you feel you had a good understanding of the regulations? Yes✓____No____ Explain_____

   _____

4. During your recruitment by this or any other institution, or while enrolled in this institution, did you receive any nonpermissible offers, inducements or benefits from an employee of the athletics department or a booster?
   a. _____ I was not recruited.
   b. ✓____ No.
   c. _____ Yes. Please indicate below any nonpermissible offers or benefits you received during recruitment or while enrolled at this institution. **Check all that apply.**
      1. _____ Cash or a cash equivalent award (e.g., sports club membership)
      2. _____ Free or reduced cost services (e.g. entertainment, typing, laundry, dry-cleaning), rentals or purchases (airline tickets, clothing, automobile, food) or any type.
      3. _____ Use of an automobile.
      4. _____ Use of a telephone or credit card.
      5. _____ Gift(s) of athletics equipment, supplies or clothing (e.g. from a manufacturer or commercial enterprise.)
      6. _____ Payment for complimentary tickets.
      7. _____ Any tangible items, including merchandise.
      8. _____ A job or employment arranged by a staff member or representative of athletics interest before or after high school graduation.
      9. _____ Transportation to a job.
      10. _____ A loan or co-signing of a loan.
      11. _____ A guarantee of a bond.
      12. _____ A loan or payment of other expenses for a relative or friend.
      13. _____ An employment arrangement for a relative or friend.

5. Are you aware of other student athletes who have received nonpermissible benefits? Yes____No✓____

6. Are you aware of any boosters who have provided nonpermissible benefits to student athletes? Yes____ No✓____

7. To the best of your knowledge, did your coaches comply with NCAA, conference and institutional rules?

   Yes✓____No____If no, what areas do you believe violations may have occurred (e.g. recruiting, financial aid, eligibility, nonpermissible benefits)?_____

8. While enrolled in this institution, were you ever declared ineligible to practice or compete? Yes____No✓____If yes, for what reason?_____

DEGREE COMPLETION

1. If you have not yet finished your bachelor's degree, how committed are you to finishing at Toledo?

Very Committed ☐ Somewhat Committed ☐ Not Sure ☑

2. When do you expect to graduate? Date_____

3. If you are not sure, are you planning to transfer elsewhere? Yes ✓ No___ If Yes, where?_____

4. Do you plan to attend graduate school? Yes___ No ✓ When_____ Where_____

5. What are your specific future plans (job, travel, etc.)? Graduate, take basketball as far as I can, then be a college coach

6. What changes if any, would you propose to make in the Toledo athletics program?_____

PLEASE RETURN TO BRIAN LUTZ IN SAVAGE ARENA.

2010 – 2011
Study Table Report
Men's Basketball
Week of: August 27th to September 3rd

Student-Athlete	Required Hours	Total Time for Week
Justin Anyijong	10	9:45
Dominique Buckley	4	4:07
Jess Chadwell	10	10:15
DeLino Dear	10	10:31
James Ewing	10	7:45
Malcolm Griffin	10	10:02
Maurice Holiday	10	11:36
Zachary Leahy	10	9:50
Rian Pearson	10	5:45
Jonathan Thomas	10	9:50
Richard Wonnell	10	8:01

2010 – 2011
Study Table Report
Men's Basketball
Week of: September 5th to September 10th
(Rocket Academic Center was closed on Sunday 9/5 and Monday 9/6)

Student-Athlete	Required Hours	Total Time for Week
Justin Anyijong	6	7:28
Dominique Buckley	4	3:15
Jess Chadwell	6	7:30
DeLino Dear	6	6:09
James Ewing	6	6:11
Malcolm Griffin	6	4:33
Maurice Holiday	6	6:16
Zachary Leahy	6	6:51
Rian Pearson	6	5:46
Jonathan Thomas	6	7:44
Richard Wonnell	6	6:07

2010 – 2011
Study Table Report
Men's Basketball
Week of: September 12th to September 17th

Student-Athlete	Required Hours	Total Time for Week
Justin Anyijong	10	10:06
Dominique Buckley	4	4:04
Jess Chadwell	10	11:01
DeLino Dear	10	10:13
James Ewing	10	14:53
Malcolm Griffin	10	10:25
Maurice Holiday	10	9:25
Zachary Leahy	10	10:30
Rian Pearson	8	4:37
Jonathan Thomas	10	10:58
Richard Wonnell	10	10:00
Anthony Wright	6	3:01

2010 – 2011
Study Table Report
Men's Basketball
Week of: September 19th to September 24th

Student-Athlete	Required Hours	Total Time for Week
Justin Anyijong	10	8:11
Dominique Buckley	4	3:23
Jess Chadwell	10	12:34
DeLino Dear	10	5:56
James Ewing	10	10:48
Malcolm Griffin	10	10:10
Maurice Holiday	10	6:47
Zachary Leahy	10	11:02
Rian Pearson	8	5:28
Jonathan Thomas	10	11:01
Richard Wonnell	10	10:12
Anthony Wright	6	1:47*

- Anthony Wright signed in on Friday at 1:11pm but never signed out. I cannot count the time because I do not know what it is

Matt Smith does not have required hours however he usually attends. This week he was here for 3:31. Would you like to know when he is here or would you prefer he is not listed?

2010 – 2011
Study Table Report
Men's Basketball
Week of: September 26th to October 1st

Student-Athlete	Required Hours	Total Time for Week
Justin Anyijong	10	7:27
Dominique Buckley	4	4:30
Jess Chadwell	10	10:01
DeLino Dear	10	3:07
James Ewing	10	11:14
Malcolm Griffin	10	1:11
Maurice Holiday	10	3:08
Zachary Leahy	10	10:30
Rian Pearson	8	3:51
Jonathan Thomas	10	10:18
Richard Wonnell	10	10:07
Anthony Wright	6	6:47

2010 – 2011
Study Table Report
Men's Basketball
Week of: October 3rd to October 8th

Student-Athlete	Required Hours	Total Time for Week
Justin Anyijong	10	6:11
Dominique Buckley	4	4:25
Jess Chadwell	10	12:02
DeLino Dear	10	13:03
James Ewing	10	10:39
Malcolm Griffin	10	10:10
Maurice Holiday	10	11:52
Zachary Leahy	10	10:23
Rian Pearson	8	9:18
Jonathan Thomas	10	11:11
Richard Wonnell	10	10:05
Anthony Wright	6	6:12

2010 – 2011
Study Table Report
Men's Basketball
Week of: October 10th to October 15th

(The Rocket Academic Center was closed Sunday, Monday and Tuesday nights from 5pm to 9pm)

Student-Athlete	Required Hours	Total Time for Week
Justin Anyijong	4	4:00
Dominique Buckley	3	2:09
Jess Chadwell	4	6:13
DeLino Dear	4	0:00
James Ewing	4	4:28
Malcolm Griffin	4	5:29
Maurice Holiday	4	2:00
Zachary Leahy	4	4:11
Rian Pearson	4	5:34
Jonathan Thomas	4	4:16
Richard Wonnell	4	4:11
Anthony Wright	4	4:09

2010 – 2011
Study Table Report
Men's Basketball
Week of: October 17th to October 22nd

Student-Athlete	Required Hours	Total Time for Week
Justin Anyijong	10	8:45
Dominique Buckley	4	7:11
Jess Chadwell	10	10:14
DeLino Dear	10	0:46
James Ewing	10	8:39
Malcolm Griffin	10	11:35
Maurice Holiday	10	0:00
Zachary Leahy	10	4:43
Rian Pearson	8	0:52
Jonathan Thomas	10	1:41
Richard Wonnell	10	8:28
Anthony Wright	6	4:36

Above are the correct total numbers of hours and/or minutes that have been done **in the Rocket Academic Center** for each student-athlete. Thank You. . . .Sue Irmen

2010 – 2011
Study Table Report
Men's Basketball
Week of: October 24th to October 29th

Student-Athlete	Required Hours	Total Time for Week
Justin Anyijong	10	1:32
Dominique Buckley	4	2:35
Jess Chadwell	10	9:06
DeLino Dear	10	6:54
James Ewing	10	8:50
Malcolm Griffin	10	10:01
Maurice Holiday	10	6.02
Zachary Leahy	10	8:20
Rian Pearson	8	2:39
Jonathan Thomas	10	1:18
Richard Wonnell	10	8:12
Anthony Wright	4	4:21

Above are the correct hours that have been in the Rocket Academic Center only. I just wanted to be clear on the hours for this week from ourside. Thank You ...Sue Irmen

2010 – 2011
Study Table Report
Men's Basketball
Week of: October 31st to November 5th

Student-Athlete	Required Hours	Total Time for Week
Justin Anyijong	8	7:26
Dominique Buckley	4	4:05
Jess Chadwell	10	10:27
DeLino Dear	7	6:03
James Ewing	10	6:22
Malcolm Griffin	10	10:40
Maurice Holiday	8	5:08
Zachary Leahy	10	10:05
Rian Pearson	8	3:53
Jonathan Thomas	10	4:56
Richard Wonnell	10	0:33
Anthony Wright	4	4:04

Above are the correct hours that have been in the Rocket Academic Center.

2010 – 2011
Study Table Report
Men's Basketball
Week of: November 7th to November 12th
(Rocket Academic Center was closed on November 11th for Veteran's Day)

Student-Athlete	Required Hours	Total Time for Week
Justin Anyijong	4	2:08
Dominique Buckley	4	2:03
Jess Chadwell	6	4:24
DeLino Dear	3	2:05
James Ewing	6	5:50
Malcolm Griffin	8	4:01
Maurice Holiday	4	2:01
Zachary Leahy	6	3:39
Rian Pearson	4	4:03
Jonathan Thomas	6	2:32
Richard Wonnell	6	3:32
Anthony Wright	4	2:39

Above are the correct hours that have been in the Rocket Academic Center.

2010 – 2011
Study Table Report
Men's Basketball
Week of: November 14th to November 19th

Student-Athlete	Required Hours	Total Time for Week
Justin Anyijong	5	2:06
Dominique Buckley	4	4:18
Jess Chadwell	6	8:17
DeLino Dear	4	4:25
James Ewing	6	6:37
Malcolm Griffin	8	8:06
Maurice Holiday	5	4:49
Zachary Leahy	6	7:39
Rian Pearson	4	4:06
Jonathan Thomas	6	6:40
Richard Wonnell	6	6:29
Anthony Wright	4	4:04

Above are the correct hours that have been in the Rocket Academic Center.

2010 – 2011
Study Table Report
Men's Basketball
Week of: November 21st to November 26th
(Note: the R.A.C. was closed at 5pm on Tuesday and 3pm on Wednesday, and all day on Thursday and Friday due to the Thanksgiving Holiday)

Student-Athlete	Required Hours	Total Time for Week
Justin Anyijong	4	1:00
Dominique Buckley	3	0:00
Jess Chadwell	4	4:00
DeLino Dear	4	0:53
James Ewing	4	0:50
Malcolm Griffin	4	4:17
Maurice Holiday	4	0:00
Zachary Leahy	4	4:06
Rian Pearson	3	0:00
Jonathan Thomas	4	0:00
Richard Wonnell	4	4:07
Anthony Wright	3	1:47

2010 – 2011
Study Table Report
Men's Basketball
Week of: November 28th to December 3rd

Student-Athlete	Required Hours	Total Time for Week
Justin Anyijong	8	8:12
Dominique Buckley	4	2:50
Jess Chadwell	8	7.16
DeLino Dear	8	4:07
James Ewing	8	8:30
Malcolm Griffin	8	8:04
Maurice Holiday	8	4:48
Zachary Leahy	8	8:21
Rian Pearson	4	4:12
Jonathan Thomas	8	8:21
Richard Wonnell	8	8:05
Anthony Wright	4	3:58

2010 – 2011
Study Table Report
Men's Basketball
Week of: December 6th to December 10th

Student-Athlete	Required Hours	Total Time for Week
Justin Anyijong	6	5:20
Dominique Buckley	4	4:14
Jess Chadwell	6	5:13
DeLino Dear	6	3:10
James Ewing	6	6:12
Malcolm Griffin	6	6:06
Maurice Holiday	6	3:37
Zachary Leahy	6	6:20
Rian Pearson	4	2:35
Jonathan Thomas	6	1:48
Richard Wonnell	6	5:37
Anthony Wright	4	0:35

2010 – 2011
Study Table Report
Men's Basketball
Week of: January 16th to January 21st
(Closed Sunday and Monday for MLK Holiday)

Student-Athlete	Required Hours	Modified for this Week	Total Time for Week
Justin Anyijong	6		2:17
Dominique Buckley	4		1:20
Jess Chadwell	6		1:51
DeLino Dear	6		0:42
James Ewing	6		0:00
Malcolm Griffin	6		4:14
Maurice Holiday	6		3:46
Zachary Leahy	6		1:59
Rian Pearson	4		0:00
Kevin Rohner	0		4:06
Jonathan Thomas	6		1:49
Richard Wonnell	6		2:27
Anthony Wright	4		0:00

2010 – 2011
Study Table Report
Men's Basketball
Week of: January 23rd to January 28th

Student-Athlete	Required Hours	Modified for this Week	Total Time for Week
Justin Anyijong	10		8.04
Dominique Buckley	6		5:01
Jess Chadwell	4		3:42
DeLino Dear	7		5:58
Curtis Dennis	6		0:00
Malcolm Griffin	6		12:15
Maurice Holiday	6		10:57
Zachary Leahy	4		4:08
Rian Pearson	4		4:09
Drew Rodriguez	4		0:00
Kevin Rohner	4		1:37
Jay Schunnar	4		2.07
Jonathan Thomas	8		9:32
Richard Wonnell	4		4:54

2010 – 2011
Study Table Report
Men's Basketball
Week of: January 31st to February 4th

Student-Athlete	Required Hours	Modified for this Week	Total Time for Week
Justin Anyijong	10	6	5:31
Dominique Buckley	6	4 (RP)	4:34
Jess Chadwell	4	2	1:11
DeLino Dear	7	3	1:58
Curtis Dennis	6	6(RP)	6:15
Malcolm Griffin	6	2	3:02
Maurice Holiday	6	2	4:41
Zachary Leahy	4	2	2:07
Rian Pearson	4		2:48
Drew Rodriguez	4		2:59
Kevin Rohner	4		2:07
Jay Schunnar	4	2	2:12
Jonathan Thomas	8	4(RP)	5:08
Richard Wonnell	4	2	2:58

2010 – 2011
Study Table Report
Men's Basketball
Week of: February 6th to February 11th

Student-Athlete	Required Hours	Modified for this Week	Total Time for Week
Justin Anyijong	10	8	6:50
Dominique Buckley	6		5:11
Jess Chadwell	4		3:18
DeLino Dear	7	5	5:15
Curtis Dennis	6		5:07
Malcolm Griffin	6		8:03
Maurice Holiday	6		6:51
Zachary Leahy	4		4:00
Rian Pearson	4		4:32
Drew Rodriguez	4		2:46
Kevin Rohner	4		1:36
Jay Schunnar	4		1:22
Jonathan Thomas	8		8:00
Richard Wonnell	4		4:02

2010 – 2011
Study Table Report
Men's Basketball
Week of: February 13th to February 18th

Student-Athlete	Required Hours	Modified for this Week	Total Time for Week
Justin Anyijong	10	9	7:11
Dominique Buckley	6		4:54
Jess Chadwell	4		2:57
DeLino Dear	7	6	6:10
Curtis Dennis	6		3:06
Malcolm Griffin	6	5	5:04
Maurice Holiday	6	5	4:51
Zachary Leahy	4		4:00
Rian Pearson	4		2:14
Drew Rodriguez	4		3:11
Kevin Rohner	4		0:00
Jay Schunnar	4		0:00
Jonathan Thomas	8		7:45
Richard Wonnell	4		4:15

2010 – 2011
Study Table Report
Men's Basketball
Week of: February 20th to February 25th

Student-Athlete	Required Hours	Modified for this Week	Total Time for Week
Justin Anyijong	10	7	4:45
Dominique Buckley	6		6:00
Jess Chadwell	4		2:21
DeLino Dear	7	4	3:16
Curtis Dennis	4		6:11
Malcolm Griffin	6	5	5:10
Maurice Holiday	6	5	5:23
Zachary Leahy	4		1:02
Rian Pearson	4		6:31
Jonathan Thomas	8		8:23
Richard Wonnell	4		4:14

Matt Smith was in for 0:39 minutes and Anthony Wright was in for 4:55.

2010 – 2011
Study Table Report
Men's Basketball
Week of: February 27th to March 4th

Student-Athlete	Required Hours	Modified for this Week	Total Time for Week
Justin Anyijong	10	9	6:35
Dominique Buckley	6	5	4:24
Jess Chadwell	4		4:01
DeLino Dear	7	6	5:13
Curtis Dennis	4		4:33
Malcolm Griffin	6	5	5:07
Maurice Holiday	6	5	5:01
Zachary Leahy	4		4:07
Rian Pearson	4		1:53
Jonathan Thomas	8	7	7:38
Richard Wonnell	4		4:30

2010 – 2011
Study Table Report
Men's Basketball
Week of: March 20th to March 25th

Student-Athlete	Required Hours	Modified for this Week	Total Time for Week
Justin Anyijong	10		1:39
Dominique Buckley	6		6:19
DeLino Dear	7		5:21
Curtis Dennis	4		3:37
Maurice Holiday	6		7:04
Rian Pearson	4		4:00
Richard Wonnell	4		4:08

2010 – 2011
Study Table Report
Men's Basketball
Week of: March 27th to April 1st

Student-Athlete	Required Hours	Modified for this Week	Total Time for Week
Justin Anyijong	10		2:23
Dominique Buckley	6		4:55
DeLino Dear	7		8:34
Curtis Dennis	4		4:12
James Ewing			2:08
Maurice Holiday	6		6:22
Rian Pearson	4		5:08
Richard Wonnell	4		4:19

2010 – 2011
Study Table Report
Men's Basketball
Week of: April 3rd to 8th

Student-Athlete	Required Hours	Modified for this Week	Total Time for Week
Justin Anyijong	10		1:21
Dominique Buckley	6		6:39
DeLino Dear	6		6:24
Curtis Dennis	4		4:04
James Ewing			1:55
Maurice Holiday	6		6:41
Rian Pearson	4		6:43
Richard Wonnell	4		4:08

2010 – 2011
Study Table Report
Men's Basketball
Week of: April 10th to 15th

Student-Athlete	Required Hours	Modified for this Week	Total Time for Week
Justin Anyijong	10		2.30
Dominique Buckley	6		6:09
DeLino Dear	6		6:11
Curtis Dennis	8	7	7:01
James Ewing			1:01
Maurice Holiday	6		3.37
Rian Pearson	4		4:19
Richard Wonnell	4		4:10

2010 – 2011
Study Table Report
Soccer
Week of: April 17th to April 22nd

Student-Athlete	Required Hours	Total Time for Week	Total for Month
Kelsey Borowitz	6 a month	2:05	7:23
Rachel Macleod	6 a month	0:48	4:52
Rebecca Rhodes	6 a month	1:08	6:33
Anndrea O'Leary	4 a week	5:25	

2010 – 2011
Study Table Report
Men's Basketball
Week of: April 24th to April 29th

The Rocket Academic Center was closed April 24th for Easter and Monday, April 25th at 6:45pm for Senior Awards

Student-Athlete	Required Hours	Modified for this Week	Total Time for Week
Justin Anyijong	10		1:05
Dominique Buckley	6		3:22
DeLino Dear	6		6:25
Curtis Dennis	8		*
James Ewing			1:05
Maurice Holiday	6		7:41
Rian Pearson	4		0:00
Richard Wonnell	4		4:00

*Doing hours with Coach Pedon

News Release, September 2011

175 University of Toledo Scholar-Ballers®, 48 in Football

In 2007, The University of Toledo's Student-Athlete Affairs program formed a partnership with Scholar-Baller®, a national organization which honors student-athletes for their accomplishments on and off the field.

Dr. C. Keith Harrison, the founder of Scholar-Baller®, describes a Scholar-Baller® as an individual who possesses academic and athletic prowess. Qualities of a Scholar-Baller® include the willingness to accept challenges of balancing academics and athletics, the tenacity never to give up when faced with social obstacles, and a commitment to lifelong learning and intellectual development of the mind and body.

The partnership, which falls under the UT NCAA Student-Athlete Affairs Commitment to Academics, began only having 110 student-athletes honored in 2007. This fall, there are 175 student-athletes receiving the honor.

To be recognized as a Scholar-Baller® each student-athlete must have a cumulative G.P.A. of a 3.0 or higher. An embroidered Scholar-Baller® patch or a Scholar-Baller® helmet sticker is presented to each Scholar-Baller®.

"We are very proud of our Scholar-Baller® student-athletes, says Sue Irmen, UT's NCAA Student-Athlete Affairs Administrator. To have 175 of our student-athletes qualify for the award says a lot about the type of student-athlete that chooses to attend The University of Toledo. In 2007 we had 110 qualify, then 125 the next year, 158, 160, and as we enter the 2011-2012 academic year we have 175. It's great to be a Rocket."

MBB 2010-2011 Tutoring Report

Name	Date	Time	Subject	Outcome	Additional Comments
Justin Anyijong	1-Dec	6:00-7pm	Comp 2	Productive	good brainstorming session
Justin Anyijong	25-Jan	12:30-1:40	Math	Productive	needs to practice more, more effort
Justin Anyijong	27-Jan	12:45-1:45	Math	Productive	better today, continue practicing
Justin Anyijong	31-Jan	1:00-1:30	Math	Productive	good effort
Justin Anyijong	10-Feb	1:00-1:45	Math	Productive	improving
Justin Anyijong	27-Feb	1:00-1:30	Math	Productive	good effort
Justin Anyijong	15-Mar	12:50-2	Math	Somewhat Productive	new concepts were difficult to grasp
Justin Anyijong	17-Mar	1-1:30	Math	Somewhat Productive	needs regular practice
Justin Anyijong	20-Mar	7-7:25pm	Math	Somewhat Productive	needs to more effort
Justin Anyijong	21-Mar	11am-12	Math	Productive	better effort today, more progress
Justin Anyijong	1-Apr	1-2pm	Math	Productive	good review session
Justin Anyijong	4-Apr	1-2pm	Math	Productive	more review, good effort
Justin Anyijong	4-Apr	2-2:30	Math	Productive	continued review
Justin Anyijong	12-Apr	1-2:00	Comp 2	Productive	review and revise essay, good effort
Justin Anyijong	12-Apr	430-5	Math	Somewhat Productive	backsliding a bit, needs review
Justin Anyijong	20-Apr	12:50-1:40	Math	Productive	good effort
Justin Anyijong	21-Apr	5:30-6:30	Math	Productive	good effort
Justin Anyijong	29-Apr	12:30-1:30	Math	Productive	
		16 hours			
Dominique Buckley	7-Oct	12:00-1	Spanish	Productive	overall review
Dominique Buckley	14-Oct	12-1:00	Spanish	Productive	needs to be more confident
Dominique Buckley	21-Oct	12:15-1:15	Spanish	Productive	needs to be more confident
Dominique Buckley	28-Oct	12:00-1	Spanish	Productive	needs to be more confident
Dominique Buckley	4-Nov	12:15-1:20	Spanish	Productive	work on pronunciation
Dominique Buckley	2-Dec	5:00-6	Spanish	Productive	work on pronunciation
Dominique Buckley	24-Jan	3:15-4:15	Spanish	Productive	better confidence
Dominique Buckley	7-Feb	12-1:00	Spanish	Productive	great effort
Dominique Buckley	7-Feb	2:15-3:15	Spanish	Productive	great effort
Dominique Buckley	14-Feb	2:15-3:15	Spanish	Productive	needs more review
Dominique Buckley	21-Feb	12:30-1:15	Spanish	Productive	needs to be consistent with practice
		9 hrs. 20 min.			

MBB 2010-2011 Tutoring Report

James Ewing	26-Sep	6-8:30pm	Micro Econ	Productive	test review
James Ewing	27-Sep	10:00-11	Micro Econ	Productive	test review
James Ewing	29-Sep	6:30-6:55pm	Math	Productive	good effort
James Ewing	10-Nov	5:45-6:10	Math	Productive	
James Ewing	22-Nov	6:50-7:10	Math	Productive	good effort
		3 hrs. 40 min.			
Malcolm Griffin	22-Mar	5:15-6:15	Astronomy	Somewhat Productive	good effort, but lots of catching up
		1 hour			
Jonathan Thomas	4-Oct	6:45-8:30pm	Math	Productive	
		1 hr. 45 min.			
Hayden Humes	24-Mar	11:25-12:30	Business	Productive	a great student!
Hayden Humes	27-Mar	11:30-12:30	Business	Productive	great effort!
		1 hr. 55 min.			
Rian Pearson	30-Jan	5:45-6	Math	Somewhat Productive	needs to practice more
Rian Pearson	28-Feb	6:45-7:45	Math	Productive	better effort today, more progress
Rian Pearson	3-Mar	2:00-3:00	Math	Productive	better effort today, more progress
Rian Pearson	10-Mar	2-2:20	Math	Productive	
Rian Pearson	14-Mar	1:45-2	Math	Somewhat Productive	little effort
Rian Pearson	28-Mar	1:45-2:15	Math	Somewhat Productive	needs practice
Rian Pearson	31-Mar	2:10-2:40	Math	Somewhat Productive	little effort
Rian Pearson	4-Apr	2:10-3	Math	Productive	much better
Rian Pearson	7-Apr	2:15-2:50	Math	Somewhat Productive	needs to work outside of tutoring
Rian Pearson	19-Apr	2:25-2:45	Macro Econ	Somewhat Productive	not much effort
		4 hrs. 55 min.			

Staff Evaluation of 2009-10 APR Improvement Plan

The staff evaluated the APR Improvement Plan submitted by the institution. Information reviewed in the analysis of the plan include: APR Improvement Plan submitted; institutional APR report; single-year overall APR, eligibility APR and retention APR data; single-year academic profile data (high school core grade point average/test score);

Based on the guidelines established by the Committee on Academic Performance, the APR Improvement Plan is acceptable. The elements of the plan appear to have a likelihood of improving the APR of Men's Basketball if full implementation based on the established timeline occurs. On-going evaluation of the plan is encouraged to ensure the plan is addressing the current issues impacting APR.

The plan evaluation will be considered as information related to the APP penalty waiver request submitted by your institution.

Please submit the president's signature of the APR Improvement Plan at your earliest opportunity.

Thank you to you and your team for the work completed and for your continued participation in the APR improvement plan process.

University of Toledo

09-10

Questionnaire

Question No	Question / Response
1	Identify individuals on the APR Improvement Plan development team. Please provide individuals' names, titles and whether the individuals work in or outside of the athletics department. Kelly Andrews, Senior Associate Athletics Director/SWA (works within Athletics Department) Brian Lutz, Associate Athletics Director for Compliance (works within Athletics Department) Drew Scales, Assistant Athletics Director for Academics (reports outside of Athletics Department) Alice Skeens, Associate Professor, Faculty Athletic Representative (works outside Athletics Department) Sharon Standifer, Eligibility Certification Officer (works outside Athletics Department)
2	Please describe the data analysis completed by the APR Improvement Plan team to identify the issues impacting APR. Documents used for the required data analysis must be uploaded on the "Upload/View Documents" page. A review of lost APR points in men's basketball for the academic years 2005-06 through 2008-09 indicates 20 points lost, involving the following outcomes: 1. Eligibility exhausted, did not graduate (8 points). 2. Transferred/left institution (6 points). 3. Academically ineligible (6 points).
3	Your plan for the current academic year must be reviewed and approved by the chancellor/president and at least two of the following individuals; provost; director of athletics; faculty athletics representative; head coach; compliance director; and/or director of academic support. Indicate the individuals who approved the plan. Provide documentation of the chancellor/president approval by using the signature page located on the "Upload/View Documents". Mike O'Brien, Director of Athletics Brian Lutz, Associate AD for Compliance Drew Scales, Assistant AD for Academics
4	Provide the specific dates (e.g., month, day, year) of when the plan was approved by the three required institutional staff members. January 13, 2010; February 11, 2010.
5	Describe the process for evaluating the APR improvement plan's effectiveness, including which individuals on the APR improvement plan team were involved in the evaluation. The associate athletics director for compliance and assistant athletics director for compliance had previously assembled a similar recovery plan in men's cross country. The men's cross country team APR increased from 906 following the 2007-08 academic year to 950 at the conclusion of the 2008-09 academic year. Given the success of many of these initiatives, it was determined that a similar plan would be successful for men's basketball.
6	Describe new issues or mitigating circumstances impacting the team(s) APR and how those issues are addressed in the current plan. The largest and most important issue impacting men's basketball APR is the graduation of student-athletes who have exhausted eligibility. A degree completion "contract" will be implemented for men's basketball student-athletes who are entering their senior year, ensuring that student-athletes are making appropriate progress toward degree.

APR Improvement Plan

Issue	Program Area	Team	Initiative/ Measurable Goal	Steps		
				Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Student-athletes complete eligibility but do not graduate.	Monitoring progress toward graduation	Men's Basketball	Achieve 1000 APR for men's basketball student-athletes	Initiate degree completion contract for student-athletes	Associate Athletics Director for Compliance	Program will begin in the summer of

			graduating in the 2010-11 academic year. Currently, the men's basketball program does not have any eligible student-athletes projected to graduate in the spring of 2010.	approaching final two semesters of academic eligibility. The degree contract is signed by the student-athlete and head coach prior to the start of the student-athlete's final academic year. The student-athlete asserts that he or she will attend classes regularly, and will pass all courses necessary for graduation. Failure to do so will result in the student-athlete having his or her athletic aid cancelled.	Assistant Athletics Director for Academics Head Coach	2010 for student-athletes projecting to graduate in the spring of 2011.
Loss of student-athlete retention points.	Retention	Men's Basketball	Achieve 923 retention score in 2009-10, based upon APR projections as of 2-8-10.	Conduct exit interviews with all men's basketball student-athletes who are departing the institution prior to graduation. Previously, exit interviews have been conducted with all graduating student-athletes. The department will expand this policy to include student-athletes in the men's basketball program who depart prior to graduation.	Associate Athletics Director for Compliance.	Exit interview process will begin immediately.
Loss of eligibility points by student-athletes.	Academic support	Men's Basketball	Achieve 960 APR eligibility score.	Ensure men's basketball student-athletes are attending study table by implementing electronic monitoring of study table attendance. All student-athletes are required to use the electronic sign-in for study table, ensuring that attendance is correctly and accurately tracked.	Assistant Athletics Director for Academics	Ongoing program.
	Academic support	Men's Basketball	Achieve 960 APR eligibility score.	Require men's basketball student-athletes with a cumulative GPA under 3.500 to attend six hours of	Assistant Athletics Director for Academics, academic advising staff, coaching staff.	Ongoing program.

			mandatory study table every week. Study table includes two hours on Sunday, and four hours during the remainder of the week. Additionally, on road trips during the week, student-athletes will spend at least 1.5 hours in study table per trip. The study table session(s) is coordinated by the Assistant Academic Director for Academics, who travels with the team.		
Academic support	Men's Basketball	Achieve 960 APR eligibility score.	Review NCAA eligibility requirements with continuing student-athletes, as well as incoming student-athletes and their families. All student-athletes receive information at the beginning of the year team meetings from both the Associate Athletics Director for Compliance and applicable sport academic advisor in separate meetings. Progress toward degree standards are discussed. This information is also included in the student-athlete handbook, which is distributed at the initial team meetings. Incoming freshman student-athletes receive a brief introduction to NCAA eligibility standards by way of a power point presentation at the required student orientation sessions. Parents are typically also present at these orientation sessions.	Associate Athletics Director for Compliance, Assistant Athletics Director for Academics, Athletics Scholarship Coordinator.	Ongoing program, established prior to the 2003-04 academic year.
Academic support	Men's Basketball	Achieve perfect eligibility score for	Implement summer bridge program for	Head Coach, Assistant Athletics	Ongoing program

		incoming student-athletes.	men's basketball incoming student-athletes. The summer bridge program provides an opportunity for incoming student-athletes to enroll in six hours of academic coursework, allowing for a less stressful assimilation into the college experience. If necessary, the student-athlete may enroll in developmental coursework required for degree-applicable coursework in later terms. Furthermore, the successful completion of summer bridge classes increases the likelihood of student-athletes meeting eligibility requirements in both the short- (18/24, GPA) and long-term (percentage of degree), leading to degree completion.	Director for Academic Affairs.	which commenced in 2002-03.
Student-athlete development	Men's Basketball	Achieve 960 APR eligibility and retention scores.	Ensure freshman student-athletes become acclimated to college life more expeditiously by organizing mentoring program for freshman student-athletes. Various individuals across campus and in the community will be assigned at risk freshman student-athletes, who will meet with their mentor at least one half hour per week to ensure that the student-athlete is acclimating to academic obligations and campus life. Mentors gain pertinent academic information from the mentee and report this	Assistant Athletics Director for Academics.	Ongoing program.

			information to the academic counselor supervising the sport. The mentor will play a vital role in providing structure and influence to these young people. Currently, three of eight freshman basketball student-athletes meet with a mentor. This will continue through the spring semester.		
Student-athlete development	Men's Basketball	Achieve 960 APR eligibility score.	Initiate "scholar baller" program to recognize student-athletes who are succeeding academically.	Athletics Department academic staff.	Ongoing program.
Monitoring progress toward graduation	Men's Basketball	Achieve 960 APR eligibility score during 2009-10 academic year.	Professors are asked to provide status reports on student-athletes twice per semester. These reports include feedback on attendance, grades on quizzes, exams, papers, etc., as well as class participation. Also, a short narrative will be provided by the professor to explain the overall progress of the student-athlete. If it is determined that a student-athlete is not performing to expectations, he or she will be assigned mandatory tutoring, regular meetings with an academic advisor, and may have his or her weekly study table requirement increased.	Assistant Athletics Director for Academics.	Ongoing program.
Monitoring progress toward graduation	Men's Basketball	Achieve 960 APR eligibility score during 2009-10 academic year.	Mid-term grades are now posted by Banner system that began operating in the summer of 2008.	Registrar's Office	Ongoing program first established during the summer of 2008.
Evaluation of academic readiness	Men's Basketball	Achieve perfect APR eligibility score for freshman student-athletes.	All men's basketball recruited prospective student-athletes are evaluated for initial eligibility status. Prospective student-athletes	Associate Athletics Director for Compliance.	Ongoing program.

				who do not project as initial qualifiers (and are non-Ohio residents) will typically not be admitted to the institution. The institution is an open enrollment institution for all Ohio residents.		
Not sufficient tutorial support for student-athletes.	Academic support	Men's Basketball	Increase tutorial budget.	Secure funding through the office of academic affairs to hire additional tutorial support.	Director of Athletics, Associate Athletics Director/SWA, Assistant Athletics Director for Academic Affairs.	Tutorial staff has increased for the 2009-10 academic year. Additionally, the office of academic affairs is exploring the use of qualified work study students in expanding the tutorial staff, as there would not be a budgetary impact to the athletics department in arranging for this additional support.

Target APR Chart

Team	APR Year	Single Year APR Goal	Single Year Eligibility APR Goal	Single Year Retention APR Goal	Multi Year APR Goal	Comments
Men's Basketball	2009-10	942	962	923	877	

APR Implementation

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Student-athletes complete eligibility but do not graduate.	Monitoring progress toward graduation	Men's Basketball	Achieve 1000 APR for men's basketball student-athletes graduating in the 2010-11 academic year. Currently, the men's basketball program does not	Initiate degree completion contract for student-athletes approaching final two semesters of academic eligibility. The degree contract is signed by the	Associate Athletics Director for Compliance Assistant Athletics Director for Academics Head Coach	Program will begin in the summer of 2010 for student-athletes projecting to graduate in the spring of

			have any eligible student-athletes projected to graduate in the spring of 2010.	student-athlete and head coach prior to the start of the student-athlete's final academic year. The student-athlete asserts that he or she will attend classes regularly, and will pass all courses necessary for graduation. Failure to do so will result in the student-athlete having his or her athletic aid cancelled.		2011.

Was this goal met?

In 2009-10, no student-athlete in the men's basketball program was in the position to graduate. This plan will apply to one student-athlete, who projects to graduate at the conclusion of the 2010-11 academic year.

Describe the implementation of the steps related to this measurable goal.

Ongoing issue, will be evaluated at the conclusion of the 2010-11 academic year.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Loss of student-athlete retention points.	Retention	Men's Basketball	Achieve 923 retention score in 2009-10, based upon APR projections as of 2-8-10.	Conduct exit interviews with all men's basketball student-athletes who are departing the institution prior to graduation. Previously, exit interviews have been conducted with all graduating student-athletes. The department will expand this policy to include student-athletes in the men's basketball program who depart prior to graduation.	Associate Athletics Director for Compliance.	Exit interview process will begin immediately.

Was this goal met?

This goal was not met in 2009-10. The retention score for men's basketball student-athletes in 2009-10 was 783, owning to the change in head coaches in March. Five (5) student-athletes left the institution in 2009-10, four (4) of whom departed at the end of the spring semester. All student-athletes were academically eligible at the conclusion of their enrollment.

Describe the implementation of the steps related to this measurable goal.

The steps were not implemented, with the change in head coaches in March. The reasons for the departures of the student-athletes were mostly driven by the coaching change.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Loss of eligibility points by student-athletes.	Academic support	Men's Basketball	Achieve 960 APR eligibility score.	Ensure men's basketball student-athletes are attending study table by implementing electronic monitoring of study table attendance. All student-athletes are required to use the electronic sign-in for study table, ensuring that attendance is correctly and accurately tracked.	Assistant Athletics Director for Academics	Ongoing program.

Was this goal met?

The men's basketball program met the goal of 960 APR eligibility score in 2009-10. This monitoring program accurrately and effectively held student-athletes to their study table obligations.

Describe the implementation of the steps related to this measurable goal.

Study table will continue to evolve with the new coaching staff. Assistant coaches are more involved in ensuring that student-athletes are attending to academic requirements. Study table hours for freshmen have been increased to 10 hours per week in 2010-11.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Loss of eligibility points by student-athletes.	Academic support	Men's Basketball	Achieve 960 APR eligibility score.	Require men's basketball student-athletes with a cumulative GPA under 3.500 to attend six hours of mandatory study table every week. Study table	Assistant Athletics Director for Academics, academic advising staff, coaching staff.	Ongoing program.

				includes two hours on Sunday, and four hours during the remainder of the week. Additionally, on road trips during the week, student-athletes will spend at least 1.5 hours in study table per trip. The study table session(s) is coordinated by the Assistant Academic Director for Academics, who travels with the team.		

Was this goal met?

The goal was met, as men's basketball student-athletes achieved a 960 eligibility score in 2009-10.

Describe the implementation of the steps related to this measurable goal.

The steps were implemented in this program.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Loss of eligibility points by student-athletes.	Academic support	Men's Basketball	Achieve 960 APR eligibility score.	Review NCAA eligibility requirements with continuing student-athletes, as well as incoming student-athletes and their families. All student-athletes receive information at the beginning of the year team meetings from both the Associate Athletics Director for Compliance and applicable sport academic advisor in separate meetings. Progress toward degree standards are discussed. This information is also included in the student-athlete handbook, which is	Associate Athletics Director for Compliance, Assistant Athletics Director for Academics, Athletics Scholarship Coordinator.	Ongoing program, established prior to the 2003-04 academic year.

				distributed at the initial team meetings. Incoming freshman student-athletes receive a brief introduction to NCAA eligibility standards by way of a power point presentation at the required student orientation sessions. Parents are typically also present at these orientation sessions.		

Was this goal met?

The goal was met, as men's basketball student-athletes achieved a 960 eligibility score in 2009-10.

Describe the implementation of the steps related to this measurable goal.

All steps were implemented.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Loss of eligibility points by student-athletes.	Academic support	Men's Basketball	Achieve perfect eligibility score for incoming student-athletes.	Implement summer bridge program for men's basketball incoming student-athletes. The summer bridge program provides an opportunity for incoming student-athletes to enroll in six hours of academic coursework, allowing for a less stressful assimilation into the college experience. If necessary, the student-athlete may enroll in developmental coursework required for degree-applicable coursework in later terms. Furthermore, the successful completion of	Head Coach, Assistant Athletics Director for Academic Affairs.	Ongoing program which commenced in 2002-03.

summer bridge classes increases the likelihood of student-athletes meeting eligibility requirements in both the short- (18/24, GPA) and long-term (percentage of degree), leading to degree completion.

Was this goal met?

The goal was met, as the men's basketball program achieved a 960 APR eligibility score in 2009-10. It should be noted that all six (6) student-athletes participating in the summer bridge program during the summer of 2009 earned eligibility points for the fall and spring semesters, respectively.

Describe the implementation of the steps related to this measurable goal.

All steps were implemented.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Loss of eligibility points by student-athletes.	Student-athlete development	Men's Basketball	Achieve 960 APR eligibility and retention scores.	Ensure freshman student-athletes become acclimated to college life more expeditiously by organizing mentoring program for freshman student-athletes. Various individuals across campus and in the community will be assigned at risk freshman student-athletes, who will meet with their mentor at least one half hour per week to ensure that the student-athlete is acclimating to academic obligations and campus life. Mentors gain pertinent academic information from the mentee and report this information to the academic counselor supervising the	Assistant Athletics Director for Academics.	Ongoing program.

				sport. The mentor will play a vital role in providing structure and influence to these young people. Currently, three of eight freshman basketball student-athletes meet with a mentor. This will continue through the spring semester.		

Was this goal met?

The goal was met, as men's basketball achieved a 960 eligibility APR in 2009-10.

Describe the implementation of the steps related to this measurable goal.

All steps were implemented.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Loss of eligibility points by student-athletes.	Student-athlete development	Men's Basketball	Achieve 960 APR eligibility score.	Initiate "scholar baller" program to recognize student-athletes who are succeeding academically.	Athletics Department academic staff.	Ongoing program.

Was this goal met?

The goal was met, as the men's basketball team scored a 960 APR in eligibility for the 2009-10 academic year.

Describe the implementation of the steps related to this measurable goal.

The steps were implemented.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Loss of eligibility points by student-athletes.	Monitoring progress toward graduation	Men's Basketball	Achieve 960 APR eligibility score during 2009-10 academic year.	Professors are asked to provide status reports on student-athletes twice per semester.	Assistant Athletics Director for Academics.	Ongoing program.

				These reports include feedback on attendance, grades on quizzes, exams, papers, etc., as well as class participation. Also, a short narrative will be provided by the professor to explain the overall progress of the student-athlete. If it is determined that a student-athlete is not performing to expectations, he or she will be assigned mandatory tutoring, regular meetings with an academic advisor, and may have his or her weekly study table requirement increased.		

Was this goal met?

The goal was met, as the men's basketball program scored 960 in APR eligibility in 2009-10.

Describe the implementation of the steps related to this measurable goal.

All of the steps were implemented.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Loss of eligibility points by student-athletes.	Monitoring progress toward graduation	Men's Basketball	Achieve 960 APR eligibility score during 2009-10 academic year.	Mid-term grades are now posted by Banner system that began operating in the summer of 2008.	Registrar's Office	Ongoing program first established during the summer of 2008.

Was this goal met?

The goal was met, as the men's basketball program scored 960 in APR eligibility during the 2009-10 academic year.

Describe the implementation of the steps related to this measurable goal.

The steps were implemented.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Loss of eligibility points by student-athletes.	Evaluation of academic readiness	Men's Basketball	Achieve perfect APR eligibility score for freshman student-athletes.	All men's basketball recruited prospective student-athletes are evaluated for initial eligibility status. Prospective student-athletes who do not project as initial qualifiers (and are non-Ohio residents) will typically not be admitted to the institution. The institution is an open enrollment institution for all Ohio residents.	Associate Athletics Director for Compliance.	Ongoing program.

Was this goal met?

The goal was met, as the men's basketball program scored 960 in APR eligibility during the 2009-10 academic year.

Describe the implementation of the steps related to this measurable goal.

All steps were implemented. To this end, an incoming student-athlete who did not project to meet initial eligibility standards was released from his NLI.

Issue	Program Area	Team	Initiative/ Measurable Goal	Step	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Not sufficient tutorial support for student-athletes.	Academic support	Men's Basketball	Increase tutorial budget.	Secure funding through the office of academic affairs to hire additional tutorial support.	Director of Athletics, Associate Athletics Director/SWA, Assistant Athletics Director for Academic Affairs.	Tutorial staff has increased for the 2009-10 academic year. Additionally, the office of academic affairs is exploring the use of qualified work study students in expanding the tutorial staff, as there would

not be a budgetary impact to the athletics department in arranging for this additional support.

Was this goal met?

The goal was partially met, as tutorial staff was increased in 2009-10. However, the office of academic affairs was unable to expand the tutorial staff through work study, due to budget restrictions that have affected the university as a whole.

Describe the implementation of the steps related to this measurable goal.

The overall tutorial staff was increased, but did not include additional work study students.

October 19, 2007

Kevin Lennon
Vice President for Membership Services
NCAA
P.O. Box 6222
Indianapolis, IN 46206

Transmitted via Facsimile

Dear Kevin,

With the recent submission of 2006-07 Academic Progress Rate ("APR") data, we would like to provide you with information regarding the institution's academic recovery plan. This plan provides a roadmap for the athletics department in meeting the mandated benchmarks required to avoid both contemporaneous and historical penalties under the APR program.

While the institution at this time is still within the adjustments/corrections phase for 2006-07 APR data submission, we are nevertheless heartened by the improvements in both football and men's cross country over the past two years. Football's APR has risen from an 855 multi-year rate following 2004-05 to 891 at the close of 2006-07; within the same period of time, men's cross country increased from 800 to 888 overall APR. The institution's academic recovery plan appears to be working in a positive manner, as evidenced by these upward trends.

Given the fact that 2006-07 represents the fourth year of the APR era and, with the dissolution of squad size adjustments, we are cognizant of the necessity for continued improvement in all of our sport programs. Most particularly, improvement must continue with those sport programs facing potential contemporaneous and/or historical penalties. The institution's academic recovery plan will ensure that University of Toledo student-athletes have the resources and assistance integral to fulfill their promise, both today in the classroom and later on in life.

If you have any questions, or need additional information, please contact me at (419) 530-8496.

Sincerely,

Brian Lutz
Assistant Athletics Director for Compliance

cc: Tom Amstutz
Rick Chryst
Kevin Hadsell
Lynn Hutt
Lloyd Jacobs
Mike O'Brien
Drew Scales
Alice Skeens

UNIVERSITY OF TOLEDO ACADEMIC RECOVERY PLAN FOR THE 2005-06 ACADEMIC YEAR

Affected Sports

Football, Men's Cross Country, Men's Tennis

Facts

Following the 2004-05 academic year, Football achieved an overall APR of 853 (823 Eligibility, 883 Retention), Men's Cross Country scored an overall APR of 800 (680 Eligibility, 920 Retention), and Men's Tennis tallied an overall APR of 923 (909 Eligibility, 938 Retention). These scores reflect cumulative APR for the 2003-04 and 2004-05 academic years. Football received a contemporaneous penalty of six overall scholarships and three initial scholarships, while Men's Cross Country received a contemporaneous penalty of .50 overall scholarships. These contemporaneous penalties were levied against scholarship limitations for the 2005-06 academic year (with the exception of one initial scholarship contemporaneous penalty). Men's Tennis did not receive a contemporaneous penalty, receiving a squad size adjustment due to the small two-year data cohort for the sport.

Analysis

A thorough review of the APR points lost during the 2003-04 and 2004-05 academic years revealed that points were lost in the following areas:

Football (89 Points Lost)

- Failure to graduate: 25 (28%)
- Student-athlete transferred: 25 (28%)
- MAC upperclassmen grade-point average: 13 (15%)
- NCAA grade-point average: 11 (12%)
- First-semester freshman MAC grade-point average: 8 (9%)
- NCAA six hour rule: 6 (7%)
- NCAA 18/24 rule: 1 (1%)

Men's Cross Country (10 Points Lost)

- First-semester freshman MAC grade-point average: 4 (40%)
- Student-athlete transferred: 3 (30%)
- NCAA grade-point average rules: 2 (30%)
- MAC upperclassmen grade-point average: 1 (10%)

Men's Tennis (5 Points Lost)

- Student-athlete transferred: 2 (40%)
- NCAA six hour rule: 2 (40%)
- NCAA percentage of degree: 1 (20%)

Review of Programs and Services

Academic Advising

Student-athletes consult with two individuals: a *college advisor* in their designated academic program; and their team's assigned *academic coordinator* in the academic center for student-athletes. Due to scheduling limitations, student-athletes receive priority registration each year so that they can select courses that do not conflict with practice times. To enroll in courses for future terms, they are required to complete an advising form in consultation with their college advisor and return a copy to their academic coordinator so that all parties are aware and confident that they are taking classes that are applicable to their degree program. They also meet regularly with their academic coordinator to monitor their progress-toward-degree and other rules of eligibility; review academic program options prior to declaration of their major; and discuss career options that are relevant to their degree program.

Tutoring / Other Services for At-risk Students

The academic center employs a learning specialist who currently works 30 hours per week. Trained through the University's Learning Enhancement Center (LEC), she specializes in writing and study strategies and coordinates all other tutoring in the academic center. This year we have significantly increased our tutoring staff due to the additional funding allocated from the Office of Academic Affairs.

Student-athletes are also encouraged to utilize the campus' tutoring services through the LEC, which is open and free of charge to all students. Hours of availability are posted in the academic center. Additionally, academic center staff urge student-athletes to participate in the LEC's Supplemental Instruction (SI) program. A newer and innovative approach to learning and reinforcement of content, SI instructors are students who have already taken a course and are paid to facilitate group help sessions prior to scheduled exams. Data has shown that those who participate in SI perform much better than those who do not. Courses for which SI sessions are offered include biology, chemistry, and calculus.

Success Skills

All first-year student-athletes are required to participate in the academic center's *targeting program*, a time management and academic goal setting initiative to assist them in their adjustment to the academic rigors of college. Individuals meet with their academic coordinator weekly or biweekly to discuss instructors' expectations in each course, assess their academic progress, review grade updates and feedback from instructors' mid-semester academic progress reports, and develop action plans in areas where improvement is necessary. Information from these regular meetings is promptly communicated with coaches

Study Table

The academic center requires study table for first-year student-athletes and others who are not performing up to their potential academically. Individuals assigned to mandatory study table generally attend a minimum of six hours per week, although in some instances the academic coordinator and coach impose a higher requirement. The academic center offers extensive hours each week:

Sunday	*5:00 pm – 9:00 pm*
Monday-Thursday	*8:00 am – 9:00 pm*
Friday	*8:00 am – 5:00 pm*

First-Year Orientation/Placement Testing

All incoming students are required to attend *Rocket Launch*, the University's orientation program. Prior to the students' designated orientation session, they are required to take placement tests in mathematics, writing, and any other content area designated by their chosen academic program. Results from these tests are used by college advising staff to select appropriate courses in the first semester.

Student-athletes also attend a special session at the end of their orientation day to address the unique needs and expectations that pertain to them. Academic center staff, the Assistant Athletics Director for Compliance, the scholarship coordinator, and the eligibility certification officer conduct a presentation. Academic staff review newly-created class schedules and address any scheduling issues prior to their return to campus in the fall.

Monitoring of Academic Progress

The academic center mails progress reports to instructors of all student-athletes. These reports are sent at the 5th week and 11th week of each 17-week semester. Feedback from instructors includes attendance, level of class participation, performance on quizzes, tests and papers, narrative comments, and an approximate grade at that point of the term. Feedback is reviewed with the student-athlete and communicated promptly to the student-athlete's coach. Individuals who are struggling in a course are required to meet with the instructor to review their progress and develop a plan to improve their performance.

Assistance for Special Academic Needs

Students with diagnosed learning disabilities are able to receive approved accommodations through the University's Office of Accessibility. The individual initially meets with a disabilities specialist to review accommodations and reviews the process for receiving such assistance. The learning specialist and academic coordinators in the academic center communicate with staff in the Office of Accessibility concerning student-athletes who receive accommodations to ensure they follow through with their responsibilities with that office and with instructors.

Post-Eligibility Programs

Student-athletes who have exhausted their eligibility and have not completed their degree are able to apply to receive aid in their fifth year of enrollment to complete their baccalaureate degree. The department allocates funding through the NCAA Student-Athlete Opportunity Fund to avail this to student-athletes who need the fifth year to complete their degree. The level of funding individuals receive is based on the athletics aid they received in the most recent academic year. These individuals are able to utilize all services in the academic center. Academic staff send progress reports to their instructors as well, and the Assistant Athletics Director for Academics contacts these student-athletes periodically to check in on their progress, and to review what they need to do administratively in preparation for graduation.

Academic Recovery Plan

After evaluating the accumulated data relative to APR points lost, four specific issues were identified and targeted for enhancement. These issues are freshman student-athlete eligibility, tutorial support for student-athletes, degree completion following exhaustion of eligibility, and failure to meet NCAA percentage of degree requirements.

Issue 1: Freshman Student-Athlete Eligibility

The demands and responsibilities of college for the average first semester freshman are great, but when added obligations such as practice, competition, travel, weight training, conditioning, team meetings, physical rehabilitation and film study are added, the situation becomes particularly acute for freshmen student-athletes. These sport requirements, in combination with a full-time program of studies (including mandatory freshman study table), provides little time for student-athletes to acclimate themselves to a college campus. Compounding these circumstances even further are Mid-American Conference grade-point average requirements. Conference Rule 2.02 requires freshman student-athletes to achieve a 1.800 overall grade-point average after their first semester. Comparatively, the NCAA does not stipulate a minimum grade-point average for student-athletes until after they have completed two semesters.

Giving due consideration to the immediate impact of academic and athletic demands on student-athletes, the Department of Intercollegiate Athletics, with the support and consent of the Strategic Issues and Planning Committee of the University of Toledo, will provide additional funds to be used for a "summer bridge" program that will sponsor freshman student-athletes for six hours of tuition, fees, and books during the second summer session. This will have a threefold impact:

1. Student-athletes will be able to take prerequisite coursework that is necessary for satisfactory progress in their eventual degree program;

2. Summer grades will contribute to the student-athlete's overall grade-point average at the end of their first full semester, when Mid-American Conference grade-point average rules become applicable;
3. Student-athletes will be able to become acclimatized to campus in a less intensive and concentrated manner than they would have if they reported immediately to the university for athletically-related activities and classes.

Issue 2: Tutorial Support for Student-Athletes

There are occasions when students need tutorial support to help them learn a particular subject. This is specifically true for students with special needs, who might need a tutor to assist with coursework in English and mathematics. Sometimes, there are not enough tutors to accommodate the need for them on behalf of student-athletes. Starting with the 2005-06 academic year, budget increases totaling $46,976.00 have allowed for the hiring of additional tutorial support, along with an organizational specialist to work with first-year and other at-risk student-athletes. The organizational specialist provides information about campus services and administrative procedures, offers advice about academic programs on campus, and models time management skills for student-athletes to facilitate their adjustment to the demands of college life. Further enhancements are anticipated for the 2006-07 academic year.

Issue 3: Degree Completion Following Exhaustion of Eligibility

Once student-athletes have completed their athletics eligibility, they cease all participation in their athletics program. This creates difficulties for coaches and administrative staff to hold student-athletes accountable for degree completion, as disciplinary measures formerly available (e.g., participation restrictions, shaming, etc.) no longer present. Adding to the complexity of this problem is the lure of professional sports. Once athletics eligibility is completed on the collegiate level, some student-athletes expend all of their energies on potential professional opportunities, to the detriment of their studies. The academic recovery plan will attempt to correct the failure of student-athletes to complete their degrees in the following ways:

1. At the beginning of their final academic year, student-athletes will meet individually with their college advisor to determine remaining requirements and develop an action plan to complete degree requirements in a timely manner. This will be communicated with coaches and athletic academic coordinators for follow-up.
2. A contract has been modified for student-athletes receiving athletics aid to ensure student-athletes are attending classes and meeting academic expectations.
3. Former student-athletes who have left the institution and are close to graduation will be identified, contacted, and encouraged to apply for the NCAA's Degree Completion Program, an NCAA initiative that provides funding for former student-athletes to complete their degrees.

Issue 4: Student-Athletes Failing to Meet NCAA Percentage of Degree Requirements

Starting with the 2003-04 academic year, student-athletes are obligated to complete 40% of degree requirements at the beginning of their third year of attendance, 60% at the beginning of their fourth year, and 80% at the beginning of their fifth year. Formerly, student-athletes were required to complete 25/50/75 of their degree requirements at the beginning of their third, fourth, and fifth years, respectively. The increase in these requirements was designed to ensure that student-athletes were making timely progress toward graduation.

With the advent of these increased NCAA percentage of degree standards, it has become even more incumbent that institutions proactively advise student-athletes in designating a degree program that suits the student-athlete's goals and interests. The Athletics Department's academic advising unit, in conjunction with college advisors, has established a monitoring system that ensures student-athletes are taking degree-applicable courses that enable them to meet increased progress toward degree regulations.

Conclusion

The NCAA's Academic Performance Program was designed to hold institutions accountable for the eligibility, retention, and graduation of its student-athletes. The University of Toledo supports the NCAA's objectives, and is taking the appropriate steps to meet the terms of this initiative, as delineated in this academic recovery plan. It is the expectation of this institution that all of the underperforming intercollegiate sport programs will make substantial progress in the coming year, culminating with the eventual breaking of the 925 threshold that defines acceptable academic performance for sport programs.

ANALYSIS OF APR WITHOUT MID-AMERICAN CONFERENCE GRADE-POINT AVERAGE REQUIREMENTS, 2003-04 ACADEMIC YEAR

SPORT	# of freshman receiving additional point (s)	# of additional Freshman Eligibility points w/out MAC rule	# of upperclassmen receiving additional point (s)	# of additional Upperclassmen Eligibility points w/out MAC rule	# of Athletes in programs >5 years	# of additional points for athletes in programs >5 years	Current APR Points		Current APR Score	Adjusted APR Points		Adjusted APR Score
Men's Baseball	0	0	1	1	0	0	82	84	976	83	84	988
Men's Basketball	0	0	0	0	0	0	47	48	979	47	48	979
Men's Cross Country	1	1	0	0	0	0	18	20	900	19	20	950
Men's Football* (1)	5	5	8	8	0	0	260	301	864	273	301	907
Men's Golf	0	0	0	0	0	0	24	24	1000	24	24	1000
Men's Tennis	0	0	0	0	0	0	29	31	935	29	31	935
Total Men	6	6	9	9	0	0	460	508	906	475	508	935
Women's Basketball	0	0	0	0	0	0	39	44	886	39	44	886
Women's Cross Country	0	0	0	0	0	0	43	46	935	43	46	935
Women's Golf	0	0	0	0	0	0	33	36	917	33	36	917
Women's Soccer	0	0	0	0	0	0	92	96	958	92	96	958
Women's Softball	0	0	0	0	0	0	69	76	908	69	76	908
Women's Swimming* (1)	1	1	0	0	0	0	82	86	953	83	86	965
Women's Tennis	0	0	0	0	0	0	20	20	1000	20	20	1000
Women's Track Indoor* (1)	0	0	1	1	0	0	87	92	946	88	92	957
Women's Track Outdoor* (1)	0	0	1	1	0	0	87	92	946	88	92	957
Women's Volleyball	0	0	0	0	0	0	43	46	935	43	46	935
Total Women	1	1	2	2	0	0	595	634	938	598	634	943
Total Men & Women	7	7	11	11	0	0	1055	1142	924	1073	1142	940

* denotes students on team that would not have been 0/2 without MAC rule

ANALYSIS OF APR WITHOUT MID-AMERICAN CONFERENCE GRADE-POINT AVERAGE REQUIREMENTS, 2004-05 ACADEMIC YEAR

SPORT	# of freshman receiving additional point (s)	# of additional Freshman Eligibility points w/out MAC rule	# of upperclassmen receiving additional point (s)	# of additional Upperclassmen Eligibility points w/out MAC rule	# of Athletes in programs >5 years	# of additional points for athletes in programs >5 years	Current APR Points		Current APR Score	Adjusted APR Points		Adjusted APR Score
Men's Baseball	0	0	0	0	0	0	135	136	993	135	136	993
Men's Basketball	0	0	0	0	0	0	50	50	1000	50	50	1000
Men's Cross Country	3	3	1	1	0	0	22	30	733	26	30	867
Men's Football	3	3	5	5	0	0	268	318	843	276	318	868
Men's Golf	0	0	0	0	0	0	35	36	972	35	36	972
Men's Tennis	0	0	0	0	0	0	31	34	912	31	34	912
Total Men	6	6	6	6	0	0	541	604	896	553	604	916
Women's Basketball	0	0	0	0	0	0	51	52	981	51	52	981
Women's Cross Country	0	0	0	0	0	0	64	66	970	64	66	970
Women's Golf	0	0	0	0	0	0	30	32	938	30	32	938
Women's Soccer	0	0	0	0	0	0	88	88	1000	88	88	1000
Women's Softball	0	0	0	0	0	0	66	68	971	66	68	971
Women's Swimming	0	0	0	0	0	0	97	100	970	97	100	970
Women's Tennis	0	0	0	0	0	0	32	32	1000	32	32	1000
Women's Track Indoor	2	2	0	0	0	0	126	134	940	128	134	955
Women's Track Outdoor	2	2	0	0	0	0	126	134	940	128	134	955
Women's Volleyball	0	0	0	0	0	0	44	44	1000	44	44	1000
Total Women	4	4	0	0	0	0	724	750	965	728	750	971
Total Men & Women	10	10	6	6	0	0	1265	1354	934	1281	1354	946

* denotes students on team that would not have been 0/2 without MAC rule

UNIVERSITY OF TOLEDO ACADEMIC RECOVERY PLAN

ELEMENTS			STEPS		
Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing the Work	Resolution
Freshman student-athlete eligibility.	Meet with the strategic issues and planning athletic committee to discuss the importance and need of increasing funding for summer school, specifically, the need for providing summer aid to freshmen student-athletes prior to initial full-time enrollment.	Develop a proposal for increasing summer school funding to be reviewed by strategic issues committee, office of academic affairs, and the athletic committee's academic subcommittee (see attachment).	Director of Athletics, Associate Athletics Director/SWA, Assistant Athletics Director for Academics.	Summer aid to be available for incoming freshmen in 2006.	Twenty-five incoming student-athletes enrolled in summer coursework prior to initial full-time enrollment achieved an overall grade-point average of 3.156 in 2006. In 2007, twenty-five incoming student-athletes achieved a 3.395 overall grade-point average.
Not enough tutorial support for student-athletes.	Hire additional tutorial support, including an organizational specialist to work with first-year and other at-risk student-athletes.	Secure funding through the office of academic affairs to hire additional tutorial support.	Director of Athletics, Associate Athletics Director/SWA, Assistant Athletics Director for Academics.	Enhancements in place for 2005-06 academic year, with additional assistance to be available for fall 2006.	Additional funding committed to tutorial support in 2006-07 academic year.
Tutorial support does not address a wide range of academic courses.	Employ additional tutors with a wider range of teaching experience.	Locate tutors with expertise in areas other than math and English.	Assistant Athletics Director for Academics.	Fall 2008	
Student-athletes not completing requirements for degree after exhausting athletics eligibility.	At beginning of final year, student-athletes meet individually with academic counselor to determine remaining requirements and develop action plan for completion of requirements in a timely manner.	Communicate with athletics advisor to provide detail of outstanding requirements, and provide information to coaches for follow-up.	Assistant Athletics Director for Academics, Associate Athletics Director/SWA, Athletics Advisors, College Advisors, Coaches.	Information related to this initiative was presented to institution's Strategic Issues Planning Committee in June 2006.	Program to be implemented in spring of 2008.
		Modify contract for student-athletes receiving aid following completion of eligibility to ensure student-athletes are attending classes and meeting academic expectations.			
	Encourage former student-athletes who have left the institution to apply for NCAA Degree Completion Program.	Create collaborative effort between coaches, administrators, and academic advisors to identify worthy candidates.			

Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing the Work	Resolution
Student-athletes not meeting percentage of degree requirements under new NCAA standards.	Proactively advise student-athletes early in their academic careers.	Establish monitoring system to ensure student-athletes are taking degree-applicable courses.	Assistant Athletics Director for Academics, Academic Advisors, College Advisors.	Continuing program.	Emphasis continues to be placed on early identification of student-athletes making progress-toward-degree in their selected programs of study.
Student-athletes checking into study table. Manual sign-in for study table did not accurately capture real time attendance.	Ensure that student-athletes are attending study table during scheduled hours.	Introduce electronic tracking system to more effectively document hours being spent in study table by student-athletes.	Assistant Athletics Director for Academics.	Fall 2007.	Greater oversight in the monitoring of study table attendance has been observed.

Summer 2006 Grade Report
Incoming Student-Athletes

1

PSY 1010021 PRINCIPLES OF PSYCHOLOGY C 3.00 6.00
SKLS1150021 COLLEGE STUDY STRATAGIES&ORIENT
A- 3.00 11.01

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	17.01	2.835
Cumulative	6.00	6.00	6.00	17.01	2.835

Good Standing

2

MATH0950021 ELEMENTARY ALGEBRA II B 4.00
SKLS1150021 COLLEGE STUDY STRATAGIES&ORIENT
A- 3.00 11.01

	AHRS	EHRS	QHRS	QPTS	GPA
Current	7.00	7.00	3.00	11.01	3.670
Cumulative	7.00	7.00	3.00	11.01	3.670

Good Standing

3

PSY 1010021 PRINCIPLES OF PSYCHOLOGY C 3.00 6.00
SKLS1150021 COLLEGE STUDY STRATAGIES&ORIENT
A 3.00 12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	18.00	3.000
Cumulative	6.00	6.00	6.00	18.00	3.000

Good Standing

4

PSY 1010021 PRINCIPLES OF PSYCHOLOGY C+ 3.00 6.99
SKLS1150021 COLLEGE STUDY STRATAGIES&ORIENT
A 3.00 12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	18.99	3.165
Cumulative	6.00	6.00	6.00	18.99	3.165

Good Standing

5

MATH0910021 ELEMENTARY ALGEBRA I NC (4.00)
PSY 1010021 PRINCIPLES OF PSYCHOLOGY B- 3.00 8.01

	AHRS	EHRS	QHRS	QPTS	GPA
Current	7.00	3.00	3.00	8.01	2.670
Cumulative	7.00	3.00	3.00	8.01	2.670

Good Standing

6

ENGL1110021 COLLEGE COMPOSITION I A 3.00 12.00
PSY 1010021 PRINCIPLES OF PSYCHOLOGY A 3.00 12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	24.00	4.000
Cumulative	6.00	6.00	6.00	24.00	4.000

Good Standing

7

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MATH0950021 ELEMENTARY ALGEBRA II    IW  (4.00)
SKLS1150021 COLLEGE STUDY STRATAGIES&ORIENT
                                     B    3.00    9.00
                AHRS    EHRS    QHRS    QPTS     GPA
  Current        7.00    3.00    3.00    9.00   3.000
  Cumulative     7.00    3.00    3.00    9.00   3.000
   Good Standing
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8

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MUS 2200997 MUSIC THEORY FOR THE NON-MAJOR
                                     C-   3.00    5.01
PSY 1010021 PRINCIPLES OF PSYCHOLOGY B    3.00    9.00
           AHRS    EHRS    QHRS    QPTS     GPA
  Current         6.00    6.00    6.00   14.01   2.335
  Cumulative      6.00    6.00    6.00   14.01   2.335
   Good Standing
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9

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PSY 1010021 PRINCIPLES OF PSYCHOLOGY C    3.00    6.00
REL 1220021 WORLD RELIGIONS          C+   3.00    6.99
                AHRS    EHRS    QHRS    QPTS     GPA
  Current        6.00    6.00    6.00   12.99   2.165
  Cumulative     6.00    6.00    6.00   12.99   2.165
   Good Standing
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10

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PSY 1010021 PRINCIPLES OF PSYCHOLOGY C    3.00    6.00
SKLS1150021 COLLEGE STUDY STRATAGIES&ORIENT
                                     A    3.00   12.00
                AHRS    EHRS    QHRS    QPTS     GPA
  Current        6.00    6.00    6.00   18.00   3.000
  Cumulative     6.00    6.00    6.00   18.00   3.000
   Good Standing
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11

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MATH1260021 MODERN BUSINESS MATH I   W   (3.00)
PSY 1010021 PRINCIPLES OF PSYCHOLOGY C    3.00    6.00
                AHRS    EHRS    QHRS    QPTS     GPA
  Current        6.00    3.00    3.00    6.00   2.000
  Cumulative     6.00    3.00    3.00    6.00   2.000
   Good Standing
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12

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JAPN1080021 JAPANESE CULTURE AND COMMERCE
                                     A    3.00   12.00
PSY 1010021 PRINCIPLES OF PSYCHOLOGY B    3.00    9.00
                AHRS    EHRS    QHRS    QPTS     GPA
  Current        6.00    6.00    6.00   21.00   3.500
  Cumulative     6.00    6.00    6.00   21.00   3.500
   Good Standing
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13

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PSY 1010021 PRINCIPLES OF PSYCHOLOGY C    3.00    6.00
SKLS1150021 COLLEGE STUDY STRATAGIES&ORIENT
                                     A    3.00   12.00
                AHRS    EHRS    QHRS    QPTS     GPA
  Current        6.00    6.00    6.00   18.00   3.000
  Cumulative     6.00    6.00    6.00   18.00   3.000
   Good Standing
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14

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MATH0950021 ELEMENTARY ALGEBRA II     NC   (4.00)
SKLS1150021 COLLEGE STUDY STRATAGIES&ORIENT
                                      B     3.00    9.00
                AHRS     EHRS     QHRS     QPTS      GPA
  Current        7.00     3.00     3.00     9.00    3.000
  Cumulative     7.00     3.00     3.00     9.00    3.000
   Good Standing
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15

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MATH0950021 ELEMENTARY ALGEBRA II     NC   (4.00)
SKLS1150021 COLLEGE STUDY STRATAGIES&ORIENT
                                      A     3.00   12.00
                AHRS     EHRS     QHRS     QPTS      GPA
  Current        7.00     3.00     3.00    12.00    4.000
  Cumulative     7.00     3.00     3.00    12.00    4.000
   Good Standing
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16

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MATH0910021 ELEMENTARY ALGEBRA I      A     4.00
PSY 1010021 PRINCIPLES OF PSYCHOLOGY C     3.00    6.00
                AHRS     EHRS     QHRS     QPTS      GPA
  Current        7.00     7.00     3.00     6.00    2.000
  Cumulative     7.00     7.00     3.00     6.00    2.000
   Good Standing
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17

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MATH0950021 ELEMENTARY ALGEBRA II     C     4.00
SKLS1150021 COLLEGE STUDY STRATAGIES&ORIENT
                                      A     3.00   12.00
                AHRS     EHRS     QHRS     QPTS      GPA
  Current        7.00     7.00     3.00    12.00    4.000
  Cumulative    17.62    22.96     3.00    12.00    4.000
   Good Standing
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18

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PSY 1010021 PRINCIPLES OF PSYCHOLOGY C     3.00    6.00
SKLS1150021 COLLEGE STUDY STRATAGIES&ORIENT
                                      B     3.00    9.00
                AHRS     EHRS     QHRS     QPTS      GPA
  Current        6.00     6.00     6.00    15.00    2.500
  Cumulative     6.00     6.00     6.00    15.00    2.500
   Good Standing
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19

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PSY 1010021 PRINCIPLES OF PSYCHOLOGY C     3.00    6.00
SKLS1150021 COLLEGE STUDY STRATAGIES&ORIENT
                                      A     3.00   12.00
                AHRS     EHRS     QHRS     QPTS      GPA
  Current        6.00     6.00     6.00    18.00    3.000
  Cumulative     6.00     6.00     6.00    18.00    3.000
   Good Standing
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20

MATH0950021 ELEMENTARY ALGEBRA II NC (4.00)
SKLS1150021 COLLEGE STUDY STRATAGIES&ORIENT
A 3.00 12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	7.00	3.00	3.00	12.00	4.000
Cumulative	7.00	3.00	3.00	12.00	4.000

Good Standing

21

MATH0950021 ELEMENTARY ALGEBRA II A 4.00
SKLS1150021 COLLEGE STUDY STRATAGIES&ORIENT
A 3.00 12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	7.00	7.00	3.00	12.00	4.000
Cumulative	7.00	7.00	3.00	12.00	4.000

Good Standing

22

PSY 1010021 PRINCIPLES OF PSYCHOLOGY B- 3.00 8.01
SKLS1150021 COLLEGE STUDY STRATAGIES&ORIENT
A- 3.00 11.01

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	19.02	3.170
Cumulative	6.00	6.00	6.00	19.02	3.170

Good Standing

23

MATH0910021 ELEMENTARY ALGEBRA I NC (4.00)

	AHRS	EHRS	QHRS	QPTS	GPA
Current	4.00	0.00	0.00	0.00	0.000
Cumulative	4.00	0.00	0.00	0.00	0.000

24

PSY 1010021 PRINCIPLES OF PSYCHOLOGY A 3.00 12.00
SKLS1150021 COLLEGE STUDY STRATAGIES&ORIENT
A 3.00 12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	24.00	4.000
Cumulative	6.00	6.00	6.00	24.00	4.000

Good Standing

25

PSY 1010021 PRINCIPLES OF PSYCHOLOGY A 3.00 12.00
SPAN1120022 ELEMENTARY SPANISH II A 4.00 16.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	7.00	7.00	7.00	28.00	4.000
Cumulative	7.00	7.00	7.00	28.00	4.000

Good Standing

SUMMER 2006 SEMESTER GPA AMONG INCOMING FIRST-YEAR STUDENT-ATHLETES

Total number of students: 25
Sports represented: Football
Men's Basketball
Women's Basketball

GPA: $\frac{\text{Quality Points}}{\text{Attempted Hours}} = \frac{363.04}{115.00} = 3.156$

Summer 2007 Grade Report
Incoming Student-athletes

1.

PSY 1010021	PRINCIPLES OF PSYCHOLOGY	B	3.00	9.00
SKLS1150021	COLLEGE STUDY SSS-ATHLETICS			
		A-	3.00	11.01

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	20.01	3.335
Cumulative	6.00	6.00	6.00	20.01	3.335

Good Standing

2.

PSY 1010021	PRINCIPLES OF PSYCHOLOGY	A-	3.00	11.01
REL 1220021	WORLD RELIGIONS	A-	3.00	11.01

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	22.02	3.670
Cumulative	6.00	6.00	6.00	22.02	3.670

Good Standing

3.

PSY 1010021	PRINCIPLES OF PSYCHOLOGY	C+	3.00	6.99
SKLS1150021	COLLEGE STUDY SSS-ATHLETICS			
		A-	3.00	11.01

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	18.00	3.000
Cumulative	6.00	6.00	6.00	18.00	3.000

Good Standing

4.

PSY 1010021	PRINCIPLES OF PSYCHOLOGY	A	3.00	12.00
SKLS1150021	COLLEGE STUDY SSS-ATHLETICS			
		A	3.00	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	24.00	4.000
Cumulative	6.00	6.00	6.00	24.00	4.000

5.

PSY 1010021	PRINCIPLES OF PSYCHOLOGY	B	3.00	9.00
SKLS1150021	COLLEGE STUDY SSS-ATHLETICS			
		A	3.00	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	21.00	3.500
Cumulative	6.00	6.00	6.00	21.00	3.500

6.

PSY 1010021	PRINCIPLES OF PSYCHOLOGY	A	3.00	12.00
SKLS1150021	COLLEGE STUDY SSS-ATHLETICS			
		A	3.00	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	24.00	4.000
Cumulative	6.00	6.00	6.00	24.00	4.000

Good Standing

7.
PSY 1010021 PRINCIPLES OF PSYCHOLOGY B 3.00 9.00
SKLS1150021 COLLEGE STUDY SSS-ATHLETICS
A 3.00 12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	21.00	3.500
Cumulative	6.00	6.00	6.00	21.00	3.500

8.
PSY 1010021 PRINCIPLES OF PSYCHOLOGY C+ 3.00 6.99
SKLS1150021 COLLEGE STUDY SSS-ATHLETICS
A- 3.00 11.01

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	18.00	3.000
Cumulative	6.00	6.00	6.00	18.00	3.000

9.
PSY 1010021 PRINCIPLES OF PSYCHOLOGY B+ 3.00 9.99
SKLS1150021 COLLEGE STUDY SSS-ATHLETICS
A 3.00 12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	21.99	3.665
Cumulative	6.00	6.00	6.00	21.99	3.665

10.
PSY 1010021 PRINCIPLES OF PSYCHOLOGY A- 3.00 11.01
SKLS1150021 COLLEGE STUDY SSS-ATHLETICS
A- 3.00 11.01

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	22.02	3.670
Cumulative	6.00	6.00	6.00	22.02	3.670

11.
PSY 1010021 PRINCIPLES OF PSYCHOLOGY C+ 3.00 6.99
SKLS1150021 COLLEGE STUDY SSS-ATHLETICS
A 3.00 12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	18.99	3.165
Cumulative	6.00	6.00	6.00	18.99	3.165

12.
PSY 1010021 PRINCIPLES OF PSYCHOLOGY C 3.00 6.00
SKLS1150021 COLLEGE STUDY SSS-ATHLETICS
A 3.00 12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	18.00	3.000
Cumulative	6.00	6.00	6.00	18.00	3.000

13.
PSY 1010021 PRINCIPLES OF PSYCHOLOGY IN (3.00)
SKLS1150021 COLLEGE STUDY SSS-ATHLETICS
IN (3.00)

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	0.00	0.00	0.00	0.000
Cumulative	6.00	0.00	0.00	0.00	0.000

14.
PSY 1010021 PRINCIPLES OF PSYCHOLOGY IN (3.00)
SKLS1150021 COLLEGE STUDY SSS-ATHLETICS
IN (3.00)

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	0.00	0.00	0.00	0.000
Cumulative	6.00	0.00	0.00	0.00	0.000

15.
PSY 1010021 PRINCIPLES OF PSYCHOLOGY A- 3.00 11.01
SKLS1150021 COLLEGE STUDY SSS-ATHLETICS
A- 3.00 11.01

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	22.02	3.670
Cumulative	6.00	6.00	6.00	22.02	3.670

16.
PSY 1010021 PRINCIPLES OF PSYCHOLOGY IN (3.00)
SKLS1150021 COLLEGE STUDY SSS-ATHLETICS
IN (3.00)

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	0.00	0.00	0.00	0.000
Cumulative	6.00	0.00	0.00	0.00	0.000

17.
PSY 1010021 PRINCIPLES OF PSYCHOLOGY B- 3.00 8.01
SKLS1150021 COLLEGE STUDY SSS-ATHLETICS
A- 3.00 11.01

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	19.02	3.170
Cumulative	6.00	6.00	6.00	19.02	3.170

18.
PSY 1010021 PRINCIPLES OF PSYCHOLOGY IN (3.00)
SKLS1150021 COLLEGE STUDY SSS-ATHLETICS
A- 3.00 11.01

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	3.00	3.00	11.01	3.670
Cumulative	6.00	3.00	3.00	11.01	3.670

19.
PSY 1010021 PRINCIPLES OF PSYCHOLOGY C+ 3.00 6.99
SKLS1150021 COLLEGE STUDY SSS-ATHLETICS
B+ 3.00 9.99

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	16.98	2.830
Cumulative	6.00	6.00	6.00	16.98	2.830

20.
PSY 1010021 PRINCIPLES OF PSYCHOLOGY C+ 3.00 6.99
SKLS1150021 COLLEGE STUDY SSS-ATHLETICS
A- 3.00 11.01

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	18.00	3.000
Cumulative	6.00	6.00	6.00	18.00	3.000

21.

PSY 1010021	PRINCIPLES OF PSYCHOLOGY	C	3.00	6.00
SKLS1150021	COLLEGE STUDY SSS-ATHLETICS			
		A	3.00	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	18.00	3.000
Cumulative	6.00	6.00	6.00	18.00	3.000

22.

PSY 1010021	PRINCIPLES OF PSYCHOLOGY	A	3.00	12.00
SKLS1150021	COLLEGE STUDY SSS-ATHLETICS			
		A	3.00	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	24.00	4.000
Cumulative	6.00	6.00	6.00	24.00	4.000

23.

PSY 1010021	PRINCIPLES OF PSYCHOLOGY	B+	3.00	9.99
SKLS1150021	COLLEGE STUDY SSS-ATHLETICS			
		A	3.00	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	21.99	3.665
Cumulative	6.00	6.00	6.00	21.99	3.665

24.

ANTH2900021	AFRICAN AMERICAN CULTURE	B+	3.00	9.99
SKLS1150021	COLLEGE STUDY SSS-ATHLETICS			
		A	3.00	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	21.99	3.665
Cumulative	6.00	6.00	6.00	21.99	3.665

25.

BUAD1010021	INTRODUCTION TO BUSINESS	B-	3.00	8.01
ECON1200021	PRINCIPLES OF MICROECONOMICS			
		B-	3.00	8.01

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	16.02	2.670

SUMMER 2007 SEMESTER GPA AMONG INCOMING FIRST-YEAR STUDENT-ATHLETES

Total number of students: 25

Sports represented:

Football	18
M. Basketball	3
W. Basketball	4

GPA: $\frac{\text{Quality points}}{\text{Quality hours}} = \frac{438.06}{129} = 3.395$

ATHLETIC FINANCIAL AID GUIDELINES

For senior student-athletes who exhaust their competitive eligibility in the fall semester and enroll in the subsequent spring semester

The University of Toledo provides financial assistance for scholarship student-athletes who remain in school to complete their degree following the completion of their competitive eligibility. Please review the guidelines listed below. It is important for you to understand the standards you must meet in order to continue to receive athletic aid during the subsequent spring semester and in any future semesters for which you may be eligible to receive athletic aid.

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1. This document serves as a written contract that all student-athletes in this category must read, understand and sign. Explanation of the contract will take place in a scheduled meeting during the fall semester prior to the end of the student-athlete's final season in his/her respective sport.
2. Athletic aid will be awarded at the level of monetary assistance the student-athlete received prior to the completion of his/her eligibility.
3. Funded senior student-athletes will be expected to make arrangements with their academic coordinator to report their progress at regular intervals throughout their spring semester.
4. **Any funded student-athlete who drops or withdraws from a course or receives an instructor withdrawal, and falls below 12 hours may cease to receive athletic aid for the remainder of the semester and in future semesters (if applicable).**
5. It is expected that all senior student-athletes will be working toward the goal of earning their degree in a timely manner. To ensure you are meeting your academic obligations, we will communicate with faculty to monitor your progress in school. Failure to attend or meet the instructor's expectations can jeopardize the continuation of your athletic aid.

CONTRACT

I, _____, will take _____ credit(s) during the spring 2007 semester. **It is my responsibility to pass all of these classes, meaning no failing grades, withdrawals or instructor withdrawals.** ***If I fail to attend, make adequate progress in my classes, withdraw from a class, or receive an "instructor withdrawal", I understand that my athletic aid may be terminated immediately. NCAA legislation allows for the cancellation or reduction of athletic aid for academic reasons.***

Student-Athlete Signature _____

Date _____

MEMORANDUM

To: Tom Amstutz

From: Brian Lutz BL

Date: November 7, 2007

RE: APR Historical Penalties

As you are aware, we have just submitted the fourth year of APR scores for all of our institution's sport programs. Due to a multi-year APR of 892 in Football, the program is now subject to historical penalties under the NCAA's Academic Performance Program. These penalties are incremental in application, beginning with a public warning this year, followed by playing and practice, financial aid, and recruiting sanctions in future years.

For the football program to avoid additional sanctions, an APR score of 900 is required after the 2007-08 academic year. In order to achieve this score, the program must earn 257 of 284 possible APR points during the current academic year. Here is the breakdown of data in the APR calculations:

Year	Possible Points	Earned Points	Cum. APR
2004-05	318	268	842
2005-06	306	290	894
2006-07	330	300	899
2007-08	284	257	900* (Projected)

*APR necessary to avoid historical penalties

The program must meet a minimum of 900 overall APR for three consecutive years in order to avoid the progression of sanctions referenced above. Please keep in mind that, even though a sport program has an APR over 900, the contemporaneous penalty process still applies, preventing the institution from re-awarding the scholarship of a student-athlete who leaves the institution and is ineligible (i.e., "0/2"). Also, please remember that these calculations do not include incoming mid-year transfers.

Please let me know if you have any questions.

Thank you.

cc: Stacy Bowers
Lynn Hutt
Lloyd Jacobs
Mike O'Brien
Drew Scales
Alice Skeens

MEMORANDUM

To: Kevin Hadsell

From: Brian Lutz BL

Date: November 2, 2007

RE: APR Historical Penalties

As you are aware, we have just submitted the fourth year of APR scores for all of our institution's sport programs. Due to a multi-year APR of 888 in Men's Cross Country, the program is now subject to historical penalties under the NCAA's Academic Performance Program. These penalties are incremental in application, beginning with a public warning this year, followed by playing and practice, financial aid, and recruiting sanctions in future years.

For the men's cross country program to avoid additional sanctions, an APR score of 900 is required after the 2007-08 academic year. In order to do so, the program must earn 27 of 28 possible APR points during this academic year. Here is the breakdown of data in the APR calculations:

Year	Possible Points	Earned Points	Cum. APR
2004-05	30	22	733
2005-06	36	34	848
2006-07	39	37	886
2007-08	28	27	900* (Projected)

*APR necessary to avoid historical penalties

The program must meet a minimum of 900 overall APR for three consecutive years in order to avoid the progression of sanctions referenced above. Please keep in mind that, even though a sport program has an APR over 900, the contemporaneous penalty process still applies, preventing the institution from re-awarding the scholarship of a student-athlete who leaves the institution and is ineligible (i.e., "0/2").

Please let me know if you have any questions.

Thank you.

cc: Kelly Andrews
Lynn Hutt
Lloyd Jacobs
Mike O'Brien
Drew Scales
Alice Skeens

UNIVERSITY OF TOLEDO ACADEMIC RECOVERY PLAN

ELEMENTS			STEPS		
Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing the Work	Resolution
Freshman student-athlete eligibility.	Meet with the strategic issues and planning athletic committee to discuss the importance and need of increasing funding for summer school, specifically, the need for providing summer aid to freshmen student-athletes prior to initial full-time enrollment.	Develop a proposal for increasing summer school funding to be reviewed by strategic issues committee, office of academic affairs, and the athletic committee's academic subcommittee (see attachment).	Director of Athletics, Associate Athletics Director/SWA, Assistant Athletics Director for Academics.	Continuing program.	Twenty-five incoming student-athletes enrolled in summer coursework prior to initial full-time enrollment achieved an overall grade-point average of 3.156 in 2006. In 2007, twenty-five incoming student-athletes achieved a 3.395 overall grade-point average.
Not enough tutorial support for student-athletes.	Hire additional tutorial support, including an organizational specialist to work with first-year and other at-risk student-athletes.	Secure funding through the office of academic affairs to hire additional tutorial support.	Director of Athletics, Associate Athletics Director/SWA, Assistant Athletics Director for Academics.	Enhancements in place for 2005-06 academic year, with additional assistance to be available for fall 2006.	Over $11,000.00 committed to tutorial support in 2006-07 academic year.
Student-athletes not completing requirements for degree after exhausting athletics eligibility.	At beginning of final year, student-athletes meet individually with academic counselor to determine remaining requirements and develop action plan for completion of requirements in a timely manner.	Communicate with athletics advisor to provide detail of outstanding requirements, and provide information to coaches for follow-up.	Assistant Athletics Director for Academics, Associate Athletics Director/SWA, Athletics Advisors, College Advisors, Coaches.	Information related to this initiative was presented to institution's Strategic Issues Planning Committee in June 2006.	Program to be implemented in spring of 2008.
		Modify contract for student-athletes receiving aid following completion of eligibility to ensure student-athletes are attending classes and meeting academic expectations.			
	Encourage former student-athletes who have left the institution to apply for NCAA Degree Completion Program.	Create collaborative effort between coaches, administrators, and academic advisors to identify worthy candidates.			
Student-athletes not meeting percentage of degree requirements under new NCAA standards.	Proactively advise student-athletes early in their academic careers.	Establish monitoring system to ensure student-athletes are taking degree-applicable courses.	Assistant Athletics Director for Academics, Academic Advisors, College Advisors.	Continuing program.	Emphasis continues to be placed on early identification of student-athletes making progress-toward-degree in their selected programs of study.

PROJECTED MEN'S BASKETBALL APR 2009-10

	BEST CASE			WORST CASE		
Student	Earned	Possible		Earned	Possible	0/2
Albrecht	1	1		1	1	
Anyijong	4	4		4	4	
Barnett	4	4		4	4	
Bastfield	4	4		4	4	
Dressler	4	4		4	4	
Freelove	4	4		4	4	
Griffin	4	4		4	4	
Humes	4	4		4	4	
Johnson	3	4	Enrolled for Spring Semester?	0	2	
Lo	4	4		4	4	
Russell	4	4		4	4	
Salter	4	4		4	4	
Taylor	4	4		4	4	
Watson	4	4		4	4	
2009-10	52	53	0.981	49	51	0.961
Plus Ones						
2006-07	38	41	0.927	38	41	0.927
2007-08	38	46	0.826	38	46	0.826
2008-09	39	48	0.813	39	48	0.813
Bonus						
4-year APR:	167	188	0.888	164	186	0.882

Contemporaneous Penalties

Cannot replace student-athlete with eligibility remaining that leaves the program and is ineligible.

Historical Penalties Status:

The overall APR score will trigger first occasion historical penalties (warning letter). An academic recovery plan will be required.

Contemporaneous Penalties

Sterling (applied to 2009-10)

Tubbs (could be applied to 2010-11)

	BEST CASE		WORST CASE		
Student	Earned	Possible	Earned	Possible	0/2

Albrecht receives 1/1 due to overall GPA over 2.600.

PROJECTED MEN'S BASKETBALL APR 2008-09

Student	BEST CASE Earned	BEST CASE Possible		WORST CASE Earned	WORST CASE Possible	0/2
Albrecht	4	4		4	4	
Amos	4	4	Graduated	4	4	
Anyijong	4	4		4	4	
Bastfield	4	4		4	4	
Johnson	4	4	Eligibility Exhausted, Did Not Graduate	2	4	
Kent	2	4	Eligibility Exhausted, Did Not Graduate	2	4	
Lo	4	4		4	4	
Okafor	1	2	Mid-Year Transfer	1	2	
Rodriguez	2	2	Mid-Year Addition	2	2	
Salter	4	4		4	4	
Sterling	4	4	Transferred, Ineligible (Contemporaneous Penalty)	2	4	X
Taylor	4	4		4	4	
Tubbs	3	4	Transferred, Ineligible (Contemporaneous Penalty)	2	4	X
2008-09	44	48	0.917	39	48	0.813
Plus Ones						
2005-06	56	56	1.000	56	56	1.000
2006-07	38	41	0.927	38	41	0.927
2007-08	37	46	0.804	37	46	0.804
Bonus						
4-year APR:	175	191	0.916	170	191	0.890

Contemporaneous Penalties

Cannot replace student-athlete with eligibility remaining that leaves the program and is ineligible.

Historical Penalties Status:

The overall APR score will trigger first occasion historical penalties (warning letter). An academic recovery plan will be required.

0/2's

Sterling
Tubbs

Student	BEST CASE Earned	BEST CASE Possible	WORST CASE Earned	WORST CASE Possible	0/2

PROJECTED MEN'S BASKETBALL APR 2009-10

Student	BEST CASE Earned	BEST CASE Possible		WORST CASE Earned	WORST CASE Possible	0/2
Albrecht	1	2	Enrolled at JC- does not qualify for 2.600 exception.	1	2	
Anyijong	4	4		4	4	
Barnett	4	4		4	4	
Bastfield	4	4		4	4	
Dressler	4	4		4	4	
Freelove	4	4		4	4	
Griffin	4	4		4	4	
Humes	4	4		4	4	
Johnson	0	2	Ineligible, not enrolled for spring.	0	2	
Lo	4	4		4	4	
Russell	4	4		4	4	
Salter	4	4		4	4	
Taylor	4	4		4	4	
Watson	4	4		4	4	
2009-10	49	52	0.942	49	52	0.942
Plus Ones						
2006-07	38	41	0.927	38	41	0.927
2007-08	38	46	0.826	38	46	0.826
2008-09	39	48	0.813	39	48	0.813
Bonus						
4-year APR:	164	187	0.877	164	187	0.877

Contemporaneous Penalties

Cannot replace student-athlete with eligibility remaining that leaves the program and is ineligible.

Historical Penalties Status:

The overall APR score will trigger first occasion historical penalties (warning letter). An academic recovery plan will be required.

Contemporaneous Penalties

Sterling (applied to 2009-10)

Tubbs (could be applied to 2010-11, pending APR waiver)

	BEST CASE		WORST CASE		
Student	Earned	Possible	Earned	Possible	0/2

THE UNIVERSITY OF TOLEDO ROCKETS

UNIVERSITY ACADEMIC POLICIES & PROCEDURES

ACADEMIC INFORMATION AT A GLANCE

1 CREDIT = 1 HOUR OF CLASS PER WEEK

Most classes are 3 credit classes (3 hours/week).

UNIVERSITY CORE CURRICULUM (27-30 HOURS)

The main purpose of a University-wide core curriculum is to provide students with a set of unifying ideas and purposes by which they develop an awareness of their common humanity. Through this common core, students are introduced to principles that underlie the humanities/fine arts, natural sciences, social sciences, and the diversity of human experience. The core is designed to fulfill eight intellectual competencies:

1. Inquiry: Abstract logical thinking, critical analysis, decision-making, and other aspects of rational process;
2. Communication: writing, reading, speaking, listening;
3. Understanding mathematical and quantitative concepts: Ability to understand and analyze numerical data;
4. Historical consciousness and social awareness;
5. Scientific inquiry;
6. Values: Ethical mode of thinking; ethical perception;
7. Aesthetic mode of thinking: Creative expression; and
8. Information acquisition and use.

The core curriculum consists of the following components:

I. Skill Areas (6 hours)	
English Composition II (ENGL 1130 or higher)	3 hours
Mathematics (any course MATH 1180 to MATH 2600)	3 hours
II. Competency Areas (21-24 hours)	
Humanities/Fine Arts	6 hours
Social Sciences	6 hours
Natural Sciences (including at least one lab)	6 hours
Multicultural (one *Diversity of U.S. Culture* and one *Other than U.S.*)	6 hours

REQUIREMENTS FOR GRADUATION

A student who has completed any of the four-year collegiate curricula, the core curriculum requirements and any additional department or college requirements with a minimum cumulative GPA of 2.0 at The University of Toledo may become a candidate for a bachelor's degree. Candidates must present a minimum of **124 semester hours of credit.** Many programs require a higher minimum. Hours counted toward degree requirements may vary depending upon the college degree program in which the student is enrolled.

RESIDENCY REQUIREMENTS FOR A DEGREE

Every college of The University of Toledo requires a student to earn a specific number of hours as a University of Toledo student.

Some colleges require a specific number of hours be taken as a student registered in that college. In addition, residency hours may be required in specific classes, specific programs and/or in specific semesters prior to the proposed semester when the student plans to graduate.

ACCEPTANCE OF TRANSFER CREDIT

Upon admission of a new transfer student, all credits earned or attempted and all grades received in college-level courses are evaluated.

- Students who have completed an associate's degree from a state-assisted Ohio institution with a cumulative grade point of 2.0 or better will receive transfer credit for all college-level courses in which a grade of D- or better has been earned (for courses taken during Fall 2005 and after).
- Students, who have not earned an associate's degree, and those transferring from non-Ohio regionally

accredited institutions, will receive transfer credit for all college-level courses in which a grade of C or better has been earned.

Admission to a given institution, however, does not guarantee that a transfer student automatically will be admitted to all majors, minors, or fields of concentration at the institution. Once admitted, transfer students shall be subject to the same regulations governing applicability of catalog requirements as all other students. Furthermore, transfer students shall be accorded the same class standing and other privileges as all other students on the basis of the number of credits earned. All residency requirements must be completed successfully at the receiving institution prior to the granting of a degree.

THE COLLEGE OFFICE AND ACADEMIC ADVISOR

It is essential that students establish and maintain a close relationship with their academic advisor. Each student is assigned an advisor in his or her academic program. Students who have not yet declared a major will be assigned an advisor in the Student Success Center to provide guidance. Students in most departments have the option of changing advisors. To do so, the individual should first obtain the agreement of another member of the department to become his or her new adviser and then inform the department office of the proposed change.

The college advisor will support the student in pursuing personal academic goals by reviewing information on course requirements, recommended class schedules, and procedures for registration and schedule changes. **It is the student's responsibility, however, to be informed of all requirements, procedures, and deadlines and to follow through with all academic obligations.**

COURSE REGISTRATION PROCESS

INCOMING STUDENTS

Once a completed admission application and all required materials have been submitted and the student is granted tentative admission (tentative on receipt of final grades and test scores), the student's name will be forwarded to the college designated on the admission application. The New Student Orientation office will send information about the University's required Rocket Launch or Rocket Transition orientation program, which includes advising and enrollment for fall courses.

RETURNING STUDENT-ATHLETES

Each Fall and Spring student-athletes are given priority registration privileges for the upcoming academic semester (summer, fall, and spring). This process involves meeting with a college advisor and completing a **Student-Athlete Academic Plan of Degree Coursework** (*sample on following page*), which can be obtained in the Rocket Academic Center. Prior to the course registration period, a tentative schedule of classes is available online at

http://www.registrar.utoledo.edu/ScheduleOfClasses/default.html.

The student-athlete's Academic Coordinator in the Rocket Academic Center places an athletic advising hold on his or her account until the individual meets with a college advisor. At the advising appointment, the advisor will sign the completed Academic Plan. The student-athlete must then provide the Academic Coordinator with a signed copy of the plan. At that point the advising hold will be removed so that the student-athlete can enroll on his or her *myUT* account. The hold will be added to the student's account again after the priority registration period. Any schedule changes beyond that point must then be cleared through the Academic Coordinator.

HELPFUL HINTS FOR REGISTRATION:

- Review the program check sheet from the academic department. Determine if the program requires any specific "core" classes to fulfill university degree requirements.
- Develop a class schedule with the college advisor and discuss alternate classes in case preferred classes are not available.
- Be sure to note the subject number, course number, section number, and 5-digit call number for ease of registration.
- Note the time and duration of lab and large lecture courses. Most science courses and several introductory courses include weekly labs or discussion sections, which are offered at varied times and locations
- Avoid schedule conflicts. For instance, some classes and labs run longer than one hour and could conflict with another class.
- It is critical when registering for classes to avoid scheduling class during practice time.
- Maintaining accurate address information is the student's responsibility. Registration billings will be mailed to your permanent address.

NCAA Percentage of Degree required by

August 2009 _____ August 2010 _____

THE UNIVERSITY OF TOLEDO

Rocket Academic Center for Student-Athletes

STUDENT-ATHLETE ACADEMIC PLAN OF DEGREE COURSEWORK

2009-2010 Academic Year

This form will be used to monitor this student-athlete's degree progress in the academic program listed below. The information provided below will assist academic center staff in tracking this student-athlete's NCAA eligibility and progress toward graduation.

Student _____ Sport _____

Advisor _____ Academic Program _____

STUDENT: Please be sure the schedule you select is based on semester availability of coursework and graduation requirements. Clearly indicate any summer school (including internship) needs. Be sure the selected courses are offered in the semester indicated.

Summer 2009

Course	Credits
	TOTAL

Fall 2009

Course	Credits
	TOTAL

Spring 2010

Course	Credits
	TOTAL

_____ _____

College Advisor **Academic Department**

The courses listed above are degree requirements and count toward the student-athlete's graduation in his/her current major (courses in a minor do not count unless they are within the primary academic program).

ADVISOR COMMENTS:

_____

_____

_____ _____

Student-Athlete Signature **Date** **College Advisor Signature** **Date**

REGISTRATION POLICIES

CLASS OWNERSHIP

Once a student registers for classes, he or she will be held responsible for all fees. Students maintain their course schedules on their *myUT* account. This is particularly important for those **students with financial aid** whose fees are

paid automatically at the time of registration. If the student chooses not to take any or all of the classes in which he or she has enrolled, it will be necessary for the student to process a drop form in the registration area.

REGISTRATION HOLDS

1. Each student must, each term, pay all tuition, fees and fines due to the University. Students' accounts must be kept current to be able to enroll in courses and obtain University documents and services.

   A student with a past due balance may expect the following: a) registration for succeeding terms will not be permitted; b) an official transcript will not be issued; c) a diploma will not be released; d) amounts due may be withheld from refunds, paychecks, grants, awards, or other payments due from the university.

2. Registrations in the current term will be dropped/purged for non-payment of fees.

   All students must drop classes prior to the first day of the term to receive 100% credit/refund. This will be communicated on the first two billing invoices for each term and on *myUT*.

CHANGE OF SCHEDULES

Following initial course registration and through the third day of a term (second day for summer sessions), student-athletes may change course schedules for that semester only after consulting with their Academic Coordinator in the Rocket Academic Center. Registration can be completed on the *myUT* account or in the Registrar's Office in 1200 Rocket Hall.

ADDING A CLASS OR REGISTERING LATE

As long as space is available in a course, a student may add a course or register late within the first three calendar days of a semester without the instructor's signature. Students wishing to add a class between the 4th and 15th calendar days of a new term may be able to do so with an approved signature. A late registration fee is assessed for initial registration (first time enrolling in any class in a term) on or after the first day of the semester.

Between the 4th and 15th calendar days, an instructor's signature is required. This includes changes to a different section of the same course. Course Request Forms are available in your college office or in the Rocket Academic Center. A department validation stamp may also be required in certain academic departments. During this period, students may add courses only in person in the Office of the Registrar in 1200 Rocket Hall.

DROPPING A CLASS

During the first fifteen (15) calendar days, a student may drop from a class with no record on the student's transcript. Consult the University's academic calendar for specific dates.

Students may drop a class using *myUT at http://myut.utoledo.edu/*. Classes may also be dropped by in Rocket Solution Central in Rocket Hall.

WITHDRAWING FROM A CLASS

From the fifteenth calendar day to the last day of the tenth week of the fall and spring semesters, a student may withdraw from a class.

Withdrawal deadlines will be proportional for summer and special classes that do not meet for the duration of standard start/stop dates each term.

Students may withdraw from a class only by obtaining a withdrawal petition from the Office of the Registrar in 1200 Rocket Hall. The instructor's permission is not required. A grade of "W" will appear on the student's transcript.

WITHDRAWAL POLICIES

Colleges may limit the total number of "W" grades a student may submit. Consult the college advisor concerning the policy of specific academic programs.

INCOMPLETE GRADE

The grade of "IN" is assigned only in extraordinary cases when unexpected conditions prevent a student from completing the requirements of the course within the term of enrollment. The student must complete the required work before the end of the following semester in which the grade is received (excluding summers); otherwise the Office of the Registrar will convert the "IN" to a grade of "F". The student may initiate a request for an additional semester to complete the work for the grade (excluding summers). The extension is granted upon the approval of the faculty member and the Associate Dean of the college offering the course. **The incomplete grade will not be factored in computing the student's grade point average.**

PLACEMENT TESTS

Students with an ACT English sub-score of 20 or higher are eligible to enroll in Composition I (ENGL 1110). All other students must take the English Composition placement test before registering for College Composition. On the basis of this test, a student will be placed in Academic Writing (SKLS 0990), Writing and Grammar for Students with English as a Second Language (ENGL 1020), Composition I with Workshop (ENGL 1100), Composition I (ENGL 1110) or Composition II (ENGL 1130-1150). Students with prior college credit in English composition should check with a college advisor.

Placement tests also are given in foreign languages, chemistry and mathematics, and to evaluate computer proficiency

(business majors only). ACT math sub-scores in conjunction with the student's high school work may substitute for the placement tests.

TRAVEL LETTERS FOR ATHLETIC COMPETITION

The Rocket Academic Center works closely with coaches and appropriate athletic department staff to provide official verification of dates of athletic competition away from campus. Such University-approved events fall within the parameters of UT's Missed Class Policy. It is the student-athlete's responsibility to notify each instructor of University-approved travel in advance of absence from class. It is instructor's discretion of how and when work is to be completed. It is strongly recommended that the student-athlete meet with each instructor beforehand to make arrangements to complete any assignments that might be missed.

The following procedure should be followed:

1. At the beginning of each semester, the student-athlete will be provided with a letter from the Assistant Athletics Director for Academics, which includes the team's competition schedule and dates of scheduled travel. This is to be given to each professor and discussed during the first week.
2. The student-athlete is responsible for making up all missed assignments, quizzes, and exams.
3. TRAVEL EXCUSES ARE NOT TO BE USED AS A JUSTIFIABLE REASON NOT TO MEET CLASS EXPECTATIONS THAT HAVE BEEN CLEARLY OUTLINED BY THE INSTRUCTOR.

UNDERGRADUATE PROGRAMS OF STUDY

COLLEGE OF ARTS AND SCIENCES

Africana Studies
American Studies
Anthropology
Art
Art History
Asian Studies
Astronomy
Biology
Chemistry
Communication
Economics
English
Environmental Sciences
Environmental Studies
European Studies
Film
French
General Studies
Geography and Planning
Geology
German
Global Studies
History
Humanities
Interdisciplinary Studies
Latin American Studies
Law and Social Thought
Linguistics
Mathematics
Medical Technology
Medieval and Renaissance Studies
Middle East Studies

Music
Philosophy
Physics
Political Science
Pre-Law (not a major — students select a major from one of UT's fields of study)
Pre-Medical/ Pre-Dentistry/ Pre-Veterinary (not a major — students select a major from one of UT's fields of study)
Psychology
Religious Studies
Sociology
Spanish
Theatre
Urban Studies
Women's and Gender Studies

COLLEGE OF BUSINESS ADMINISTRATION

Accounting
Business Analysis
Electronic Commerce
Entrepreneurship, Family and Small Business
Finance
Financial Services
Human Resource Management
Information Systems
International Business
Marketing
Operations Management
Organizational Development & Management
Professional Sales
Supply Chain Management

COLLEGE OF EDUCATION

Adolescent and Young Adult Education
Integrated Language Arts
Integrated Mathematics
Integrated Social Sciences
Science (nine options)
Career and Technical Education
Health Careers Education
Industrial Engineering Systems
Integrated Business Education
Early Childhood Education
Pre-Kindergarten-Primary (PreK-3)
Middle Childhood Education
Language Arts
Mathematics
Science
Social Studies
Multi-Age Education (PreK-12)
Visual Arts

Music
Physical Education
Health
Foreign Language
French
German
Spanish
Special Education
Intervention Specialist
Early Childhood (PreK-3)
Mild/Moderate Special Needs (K-12)
Moderate/Intensive Special Needs (K-12)
Visually Impaired (PreK-12)

COLLEGE OF ENGINEERING

Bioengineering
Chemical Engineering
Civil Engineering
Computer Science and Engineering
Electrical Engineering
Industrial Engineering
Mechanical Engineering
Engineering Technology
Computer Science &
Engineering Technology
Construction Engineering Technology
Electrical Engineering Technology
Mechanical Engineering Technology

COLLEGE OF HEALTH AND HUMAN SERVICES

Cardiovascular Technology
Community Health
Criminal Justice
Emergency Medical Health Services
Exercise Science
Athletic Training
Biomechanics
Clinical Exercise Specialist
Exercise Physiology
Kinesiotherapy
Pre-Physical Therapy
Health Care Administration
Health Information Management
Nursing, R.N. (A.D.N.)
Nursing, B.S.
Nursing Home Administration
Paralegal Studies
Recreation and Leisure Studies
Recreational Therapy
Respiratory Care
Social Work

Speech Language Pathology

COLLEGE OF PHARMACY

Pharmaceutical Sciences

Medicinal and Biological Chemistry

Pharmaceutics

Pharmacology/Toxicology

Pharmacy Administration

Doctor of Pharmacy

UNIVERSITY COLLEGE

Administrative Services

Adult Liberal Studies

Individualized Programs

THE UNIVERSITY OF TOLEDO ROCKETS

STUDENT-ATHLETE ACADEMIC SERVICES

OVERVIEW OF ROCKET ACADEMIC CENTER

Recognizing the special needs of student-athletes in regard to success in the classroom, the Athletic Department provides academic support to reach the individual's full potential in college. Rocket Academic Center staff, listed below, will provide support and guidance for academic and personal goals of all student-athletes.

- **Drew Scales**, Assistant Athletics Director for Academics
- **Sue Irmen**, Director of CHAMPS/Life Skills Program and Academic Coordinator
- **Stacy Bowers**, Academic Coordinator
- **Laura Johnson**, Learning Specialist

The program provides a variety of services to student-athletes, including:

- Tracking of students' eligibility and academic progress;
- Regular communication with faculty concerning student-athletes' academic performance;
- Targeting, a comprehensive time management and organizational skills program for incoming and at-risk students;
- Provision and coordination of tutoring services;
- Research assistance with Brian Hickam, the academic center's Library Liaison;
- Coordination and monitoring of study table
- Referral to academic and administrative units on campus; and
- Life Skills programming to provide a well-rounded experience in college, and an array of information on topics including time management, study skills and strategies, test preparation, and a multitude personal development areas.

Academic Coordinators in the Rocket Academic Center are responsible for monitoring each student-athlete's academic progress and keeping coaches informed of academic issues. The Rocket Academic Center staff is eager to assist all students-athletes with a fulfilling academic future, securing tutoring, and providing guidance concerning study habits and study skills. **Our doors are always open!**

Sharon Standifer and **Patricia Mattson** serve as the University's athletic eligibility officers. Located in Rocket Hall, their role with athletics includes maintaining academic records, keeping coaches and student-athletes informed concerning eligibility, and communicating with college advisors to ensure that student-athletes are taking classes that meet requirements in their chosen academic program.

TARGETING

Targeting is a time management and organizational program designed for freshmen, new transfer students and other returning students who are not performing up to their potential academically. Student-athletes meet weekly or biweekly with their academic coordinator to discuss their academic progress, upcoming assignments, eligibility issues and academic and career planning. The primary goal of targeting is ensure that student-athletes develop the skills necessary to be successful **prior to academic difficulty**. Each Academic Coordinator helps students track their

progress in classes by collecting syllabi, reviewing course requirements, and assessing their academic performance. Additionally, staff works with student-athletes to improve study habits and skills and gain a thorough understanding of the university's academic structure. Furthermore, the student will develop a plan for the following week and set short-term academic goals, as well as discuss and record any new grades, assignments, missed classes, etc.

A second objective of the program is to enable students to become self-sufficient in assuming responsibility for their own academic success by utilizing the skills discussed above. **The time period that a student-athlete is involved with the program is dependent upon their academic progress.**

A. Targeting will continue for all first-year and transfer students through the end of the first semester.

B. After the first semester, the individual's GPA will determine targeting requirements. As a general rule:

   1. Freshmen below a 3.00 GPA will continue in the targeting program for the remainder of the academic year.
   2. Transfers below a 2.50 GPA at UT will continue targeting for the remainder of the academic year.
   3. Continuing students will remain on tracking until their cumulative GPA is above 2.30.
   4. Academic support staff and coaches reserve the right to make exceptions to these guidelines.

C. Students not involved in targeting may be placed in the program if their grade reports from faculty are unsatisfactory.

TUTORING

The Rocket Academic Center coordinates tutoring services for student-athletes. **Laura Johnson**, Learning Specialist, provides assistance with writing and study strategies and is available for both walk-in services and by appointment. The most important study skills that can be developed are those that complement the individual's learning style. Many student-athletes have visual-spatial learning strengths. Laura can customize study strategies if traditional classroom instruction and studying techniques are not effective.

Additionally, Laura oversees a group of volunteer professionals in the community who offer help in math, economics and business classes. Furthermore, the Rocket Academic Center fosters close working relationships with other support services on campus, including the Carlson Library, Office of Accessibility, Learning Enhancement Center (LEC), and the Writing Center. Staff maintain current tutoring schedules through these offices to refer student-athletes as needed. The LEC also offers supplemental instruction (SI), group help and test preparation sessions facilitated by a student who has taken one of many introductory math and science courses. **It is critical for student-athletes to inform their Academic Coordinator of any difficulties immediately, to prevent any academic issues from developing into major problems.**

RESEARCH ASSISTANCE

The Rocket Academic Center maintains a close relationship with the Carlson Library. **Brian Hickam**, University Reference Librarian, schedules office hours in the Rocket Academic Center to provide assistance with research for papers and other coursework using Internet search engines and *OhioLink*, the state's network of educational databases. He also offers help by appointment throughout the week at the reference desk in the library.

STUDY TABLE

Rocket Academic Center staff and coaches require participation in regularly scheduled study table. Each coach upholds specific academic standards that must be met by their respective student-athletes. Academic Coordinators and coaches collaborate and will inform student-athletes of study table obligations. Study table is not intended to be punishment. Rather, it is a constructive way for student-athletes to enhance their academic performance. Study table also provides student-athletes with an opportunity to meet with tutors for assistance. Study Table attendance is mandatory for all incoming freshmen student-athletes!

Rocket Academic Center Hours and Location:

2030 Larimer Athletic Complex

- 8:15 a.m. to 9:00 p.m. Monday-Thursday
- 8:15 a.m. to 5:00 p.m. Friday
- 5:00 p.m. to 9:00 p.m. Sunday

The following policies will be enforced during the academic year.

1. No food or drink.
2. No sleeping while in study table
3. No headphones unless required for a class
4. No cell phone use (keep them turned off and in your book bags).
5. Use of tobacco products is not permitted

6. No hats.
7. Study table is a time to work quietly. No socializing with other students.
8. Computer use is for academic work only.
9. Student-athletes are expected to check in/out with study table monitor in order for their time to be recorded.

COMPUTER LAB AND LAPTOP COMPUTERS

- The academic center utilizes 13 Dell workstations that are available only to student-athletes. All computers are connected to the University mainframe and are equipped with Netscape, Microsoft Word, Excel, and the UTAD email system.
- Two laptop computers are also available for athletes to check out when traveling for competition. These computers can be checked out through the Assistant Athletics Director for Academics.

COMPUTER LAB GUIDELINES

1. NO INAPPROPRIATE WEBSITES, SCREEN SAVERS, OR PICTURES!

   This limitation includes using Facebook, mySpace and other personal websites.

   1st TIME: The individual will receive a warning, the coach will be informed and study table hours will not be counted.

   2nd TIME: Coach will be informed and the student-athlete will be subject to suspension from use of computer lab.

   ***You will still be required to attend study table but will not be allowed to use computers!**

2. EMAIL USAGE: Emailing professors (i.e. academic use) is encouraged. Emailing family and friends is allowed only if no one is waiting for a computer and if it is not during your assigned study table time.
3. PRINTER
   a. **Print only one copy of papers, assignments, and online research materials.** If you need more than one copy, take document to copier on campus and make copies.
   b. **Print only academic documents:** papers, assignments, research articles, syllabi and material from course websites.
   c. **Seek assistance from a staff member if the printer is not working. Do not repeatedly cue the document to print.**

ACADEMIC PROGRESS REPORTS

Academic progress reports are mailed to faculty of all student-athletes twice each semester. Reports will request information from instructors regarding attendance, class participation, grades, assignments, problem areas, and suggestions to increase success.

Student-athletes who receive unsatisfactory grade reports or negative feedback will be required to follow up with their Academic Coordinator and appropriate professors. Progress reports are a helpful tool for student-athletes to assess their effort and progress in each course and to make improvements where necessary. Such feedback also encourages students to meet with instructors during office hours for additional help. This information will be distributed promptly to head coaches of each sport program.

NCAA CHAMPS/LIFE SKILLS PROGRAM

The NCAA CHAMPS/Life Skills Program offers programming to cultivate student-athletes' lives in five main areas: academic excellence, athletic excellence, personal development, career development, and commitment to service. Created in 1991, Life Skills Programs at NCAA member institutions are supported nationally through the promotional and financial efforts of the NCAA Foundation, the NCAA and the Division I-A Athletic Directors' Association.

At The University of Toledo, the Director of CHAMPS/Life Skills coordinates events in the areas of community outreach through the "Rockets 'Round Town" program, career planning through our collaboration with career services on campus, and personal development. Additionally, a bimonthly newsletter is published and distributed to coaches, administrators and student-athletes to promote programming and to recognize our student-athletes' accomplishments in the classroom, in sport, and in life.

THE UNIVERSITY OF TOLEDO ROCKETS

ACADEMIC PROGRESS & RECOGNITION

CHARTING YOUR ACADEMIC PROGRESS

COMPUTING YOUR GRADE POINT AVERAGE (GPA)

Note: ONLY UT CLASSES ARE USED TO COMPUTE YOUR GPA.

A grade point average is calculated by dividing the number of GPA quality points earned by the number of graded credit hours attempted. The chart below shows the number of quality points awarded for a credit of any given grades:

GRADES AND REMARKS		QUALITY POINTS
A	Superior, outstanding performance	4.00
A-		3.67
B+		3.33
B	Very good, high quality performance	3.00
B-		2.67
C+		2.33
C	Satisfactory performance	2.00
C-		1.67
D+	Performance is passing but below quality expected	1.33
D		1.00
D-		0.67
F	Unacceptable performance	0.00

You may want to project your end of the semester GPA as you near the end of a term, to calculate your GPA for the academic year, or even to determine what you need in an upcoming term to reach a specific academic goal. To do so, utilize the following formula:

Quality Points Earned
Hours (Credits) Attempted

Remember to multiply the quality points for a specific grade by the proper number of credits (hours attempted) involved: an "A" in a 3.0 hour course is worth 12 quality points (3.0 x 4), where as a "B" in a 3.0 hour course is worth 9 quality points (3.0 x 3).

HOW TO WIN IN THE CLASSROOM

The Department of Athletics and your coaches want student-athletes to be a credit to your team while you are in the classroom. Adhering to the following guidelines will demonstrate a positive image and help the student-athletes improve performance in the classroom.

- ATTEND CLASS FAITHFULLY
- Promptly purchase textbooks at the beginning of each semester.
- Sit near the front of the room
- Meet the instructor outside of class.
- Turn in assignments on time
- Keep up-to-date with course work. Be prepared in advance for material to be covered in class.

- Prepare thoroughly for all tests and projects. Avoid cramming for tests!
- Dress and behave appropriately (you are representing your sport)
- Communicate with instructors regarding University-approved absences due to competition

NOTETAKING TIPS

The ability to present organized notes for later study is often the difference between success and failure in the classroom. Even though note taking is unique to each individual, the following suggestions should be helpful:

- Sit in front of the classroom.
- Do not try to write every word! Use any personalized style of shorthand, but be sure to write clearly.
- Always date notes and list any announcements the professor makes regarding assignments at the top of the page.
- The basic rule is: Try to get all information recorded and decide what is important later.
- Be alert for clues: "You'll see this later", "Write this down", etc.
- Use symbols (arrows, stars) to indicate ideas that are emphasized.
- Always record anything written on the board.
- Listen carefully at the end of lectures for summaries, conclusions, or clues to test questions.
- Rewriting class notes will help to get a second look at the material and provide the opportunity to recall information in an organized manner.
- Look over the notes of the previous lecture to connect with the upcoming one.
- At the first opportunity, review notes after class and fill in any gaps. Consult a fellow student or the textbook for missing info.

ACADEMIC RECOGNITION

The Athletic Department strongly encourages student-athletes to set goals for their academic life. The department and institution recognize academic achievement in a number of ways. (You must carry at least 12 hours of graded courses – no Pass/Fail classes.)

Athletic Department

Scholar Baller Award: Student-athletes who have earned a 3.00 in the spring and fall semesters of the previous calendar year are recognized at a home basketball game early in the spring semester.

University of Toledo

President's List: Achievement of a 4.00 semester GPA

Dean's List: Achievement of 3.50 or above semester GPA

Mid-American Conference

The Mid-American Conference offers a wide variety of academic awards for student-athletes. Awards are based on various criteria with GPA requirements of 3.00 and above. Below are three prestigious awards given at the end of each academic year:

Commissioner's Award: Recognition for achieving a 3.50 minimum cumulative GPA at the end of two semesters or three quarters

Presidential Award: Recognition of graduating student-athletes for achieving a 3.50 minimum cumulative GPA

MAC Honor Roll: Recognition of student-athletes who achieve a 3.00 minimum cumulative GPA and earn a varsity letter in their sport

National Collegiate Athletic Association (NCAA)

The NCAA offers numerous awards such as Academic All-Americans, postgraduate scholarships, and Life Skills leadership opportunities. Criteria vary for each award.

GRADUATION WITH HONORS

Graduating students with scholastic distinction on the basis of overall grade point average. The overall grade point average includes all coursework taken at all institutions of higher education. These averages and the citation they merit on the student's degree are as follows: 3.30, *cum laude*; 3.60, *magna cum laude*; 3.90, *summa cum laude*. Students must have 80 percent of their course work on the regular grading system minus any credits earned in courses where the student has no choice on receiving a P/NC grade to qualify for honors.

Transfer students should note that The University of Toledo will include all course work taken at all institutions of higher education in the calculation to determine if a student will graduate with honors. All college course work ever taken is computed in determining eligibility for graduation with honors, although no student will be awarded a level of honors above that indicated by The University of Toledo cumulative GPA.

Note: The University of Toledo requires a minimum of 30 semester hours of standard letter graded courses from UT in order to qualify for graduation with honors.

Welcome to the 2009 Student-Athlete Orientation

The University of Toledo

Academic Athletics Support Staff

Kelly Andrews – Senior *Associate Athletics Director/ Senior Woman Administrator*

Brian Lutz – *Associate Athletics Director for Compliance*

Tammy Kneisley – *Scholarship Coordinator*

Rocket Academic Center Staff

Drew Scales– *Assistant Athletics Director For Academics and Student Life*

Sue Irmen – *Director of CHAMPS Life Skills/ Academic Coordinator*

Stacy Bowers – *Academic Coordinator*

Laura Johnson – *Learning Specialist*

The University of Toledo's Student-Athletes

16 Sports

Baseball, Men's Basketball, Women's Basketball, Men's Cross Country, Women's Cross Country, Football, Men's Golf, Women's Golf, Women's Soccer, Softball, Women's Swimming & Diving, Men's Tennis, Women's Tennis, Women's Track & Field, Women's Volleyball

330 Student-Athletes

Academic Support Services

- Targeting – an organized time management program to facilitate the transition from high school to college
- Tutoring – one-on-one, personalized strategies to meet each student-athlete's needs
- Study Table – minimum of six hours per week
- Priority Course Registration – advising process through academic program; earliest opportunity to enroll in courses for future semesters
- Life Skills – NCAA sponsored program designed to prepare student-athletes for life after graduation

NCAA CHAMPS/Life Skills Program

- NCAA established in 1991 for all member institutions to implement on their campuses
- Supported nationally through the promotional and financial efforts of the NCAA Foundation and the Division I-A Athletic Directors' Association
- Five components:
  - *Academic Achievement and Recognition*
  - *Athletic Accomplishment*
  - *Personal Development*
  - *Career Development - AfterSport*
  - *Community Service – Rockets 'Round Town*

What we expect from UT's Student-Athletes……

* To excel in the classroom
* To excel athletically
* To excel as role models
* To excel in LIFE

A Typical Week for a Student-Athlete

- 15 hours of attending class
- 30 hours of studying outside of class
- 20 hours of practice
- 56 hours of sleeping (8 hours a night)
- 21 hours of personal needs (eating, showering, grooming)
- 21 hours of sport related time (travel time, training room, etc.)

163 TOTAL… *there are only 168 hours in a week*

Eligibility and Compliance
Brian Lutz

- 24 hours in academic program required after first year
- 18 hours required during every academic year (fall/spring)
- 1.8 GPA minimum after the first year
- 6-hour limit on developmental coursework
- 6 hours passed every term in designated academic program
- 12 hours all semester
- 40% of degree by August 2011
- Declaration/change of major
- ANY changes to schedule

Progress-Toward-Degree Requirements

GPA	DEGREE COMPLETION	END OF
1.8	--------	First Year
1.9	40%	Second Year
2.0	60%	Third Year
2.0	80%	Fourth Year

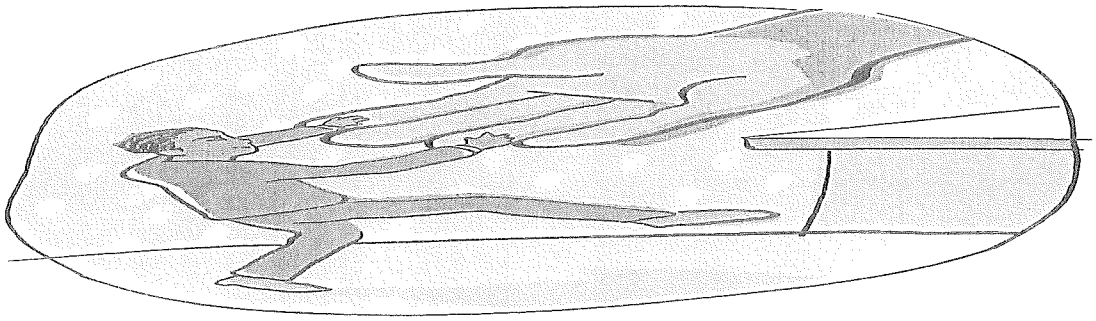
5 – Year Degree – 33/50/67

Other NCAA Rules

- **Extra Benefits**- Generally speaking, student-athletes may only receive financial assistance, expenses, and benefits from the institution and/or relatives/legal guardians.
- **Practice Limitations**- During the playing season, 20 hours per week, four hours per day with one day off. Outside the playing season, eight hours per week, two hours per day with two days off.
- **Sports Wagering**- Student-athletes shall not:
  - Provide information to individuals involved in organized gambling activities concerning intercollegiate athletics competition;
  - Solicit a bet on any Intercollegiate team;
  - Accept a bet on any team representing the institution;
  - Solicit or accept a bet on any intercollegiate competition for any item (e.g., cash, gift, currency) that has tangible value.

Scholarship Issues
Tammy Kneisley

- Scholarships
- Housing
- Meal Plans
- Books
- Electronic Billing
- Health Insurance
- Parking
- Deregistration



Mentor Program Overview

The student athlete Mentor program at the University of Toledo is an accumulation of active one-to-one relationships between former Toledo athletes, graduate students, and current student athletes. These relationships are formed to foster guidance, trust, and support for the academic and personal enrichment of selected University of Toledo student athletes. The Mentor program is intended to complement the mission of Student Athletic Academic Services.

SAAS Mission—The University of Toledo Student Athletic Academic Services office is a student-centered resource committed to providing comprehensive support services, compliant with University and NCAA policy designed for academic enrichment, retention, and life skill development of Toledo student-athletes.

Who, What, How, When, Why?

Who? Freshmen, academically at risk, and probationary student-athletes

What? A proactive approach to assist student athletes in adjusting to college life and academics, and/or maintaining acceptable college level academic performance

How? Selected student-athletes will meet weekly with a mentor.
Mentors will submit weekly progress reports to respective academic coordinators.
Mentors will review student athletes' notes, assignments, and tests.

When? Weekly meetings will be MANDATORY for each student athlete in the program.

Why? To strengthen student-athletes' time management skills
To assess student athletes' tutoring needs
To monitor the academic progress of student athletes
To create a sense of belonging for student athletes and provide a "connection" with the campus community

ATHLETIC FINANCIAL AID GUIDELINES

For student-athletes who are entering their final academic year prior to graduation.

The University of Toledo provides financial assistance for scholarship student-athletes who remain in school to complete their degree following the completion of their competitive eligibility. Please review the guidelines listed below. It is important for you to understand the standards you must meet in order to continue to receive athletic aid during the subsequent spring semester and in any future semesters for which you may be eligible to receive athletic aid.

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1. This document serves as a written contract that all student-athletes in this category must read, understand and sign. Explanation of the contract will take place in a scheduled meeting during the fall semester prior to the end of the student-athlete's final season in his/her respective sport.
2. Athletic aid will be awarded at the level of monetary assistance the student-athlete received prior to the completion of his/her eligibility.
3. Funded senior student-athletes will be expected to make arrangements with their academic coordinator to report their progress at regular intervals throughout their spring semester.
4. **Any funded student-athlete who drops or withdraws from a course or receives an instructor withdrawal, and falls below 12 hours may cease to receive athletic aid for the remainder of the semester and in future semesters (if applicable).**
5. It is expected that all senior student-athletes will be working toward the goal of earning their degree in a timely manner. To ensure you are meeting your academic obligations, we will communicate with faculty to monitor your progress in school. Failure to attend or meet the instructor's expectations can jeopardize the continuation of your athletic aid.

CONTRACT

I, _____, will take _____ credit(s) during the spring 2009 semester. **It is my responsibility to pass all of these classes, meaning no failing grades, withdrawals or instructor withdrawals.** ***If I fail to attend, make adequate progress in my classes, withdraw from a class, or receive an "instructor withdrawal", I understand that my athletic aid may be terminated immediately. NCAA legislation allows for the cancellation or reduction of athletic aid for academic reasons.***

Signed:

Student-Athlete _____

Head Coach _____

Date _____

Name_____Sport_____

Evaluator_____Date_____
Major_____ Anticipated Graduation Date_____

UNIVERSITY OF TOLEDO STUDENT-ATHLETE EXIT INTERVIEW

1. What factors led to your decision to attend this institution?

2. Did you have a good experience athletically? Academically? Socially? Given your experiences, would you do anything differently if you had the chance?

3. Would you encourage other student-athletes to attend this institution?

4. What impact did your athletic experiences have on your personal growth?

5. Were your experiences in athletics what you expected them to be?

6. Do you feel you achieved your full potential/met your goals as a student-athlete at UT? Why or why not?

7. What types of things would have made you more satisfied with your experiences at this institution?

8. Was your practice and competition schedule ever a hindrance to you academically? Socially? Did you have time for extracurricular activities other than athletics?

9. Do you feel your sport had administrative support in the following areas:

   A. Training Room

   B. Academic Advising

   C. Equipment

   D. Facilities/Operations

   E. Travel Housing/Meals

   F. Promotions/Marketing

   G. Strength/Conditioning

10. What changes would you like to see take place in intercollegiate athletics at The University of Toledo?

<u>Immediate Plans</u>

11. How can the athletics department assist you with your career objectives?

May 2006

UNIVERSITY OF TOLEDO ELIGIBILITY PREDICTOR

Prospect
Men's Basketball

High School
Date:

Course	Units	Grade	Quality Points		
English (4 Required)					
English 9	0.50	C	1		
English 9	0.50	C	1		
English 11	0.50	A	2		
English 11	0.50	A	2		
English 10	0.50	A	2		
English 12	0.50	B	1.5		
Journalism 2	0.50	B	1.5		
Journalism 2	0.50	A	2		
Total Units:	4.00			Total:	13.00
Math (3 Required)					
Algebra 1	0.50	C	1		
Algebra 1	0.50	C	1		
Geometry	0.50	C	1		
Algebra 2	0.50	D	0.5		
Algebra 2	0.50	D	0.5		
Total Units:	2.50			Total:	4.00
Natural/Physical Science (2 Required)					
Biology 1	0.50	B	1.5		
Biology 1	0.50	B	1.5		
Chemistry	0.50	B	1.5		
Chemistry	0.50	C	1		
Total Units:	2.00			Total:	5.50
Social Science (2 Required)					
Afr. Am US History	0.50	B	1.5		
World Geography	0.50	B	1.5		
Government	0.50	A	2		
US History	0.50	C	1		
Total Units:	2.00			Total:	6.00
Additional Core Courses (4 Required)					
Spanish 2	0.50	C	1		
Spanish 2	0.50	C	1		
Spanish 3	0.50	D	0.5		
Spanish 3	0.50	D	0.5		
US History	0.50	C	1		
Spanish 1	0.50	D	0.5		
Spanish 1	0.50	D	0.5		
Physics	0.50	D	0.5		
Total Units:	4.00			Total:	5.50

Course	Units	Grade	Quality Points		
Additional English/Math/Science (1 Required)					
Speech	0.50	B	1.5		
Physics	0.50	C	1		
Total Units:	**1.00**			**Total:**	**2.50**

Core Course Summary		Test Score Summary
Quality Total Points:	36.5	SAT:
Total Units:	15.50	
Core Course GPA:	2.355	ACT:

REMINDER: STUDENTS ENROLLING FOR THE 2008 ACADEMIC YEAR NEED THREE YEARS OF MATH AND FOUR YEARS OF ADDITIONAL CORE COURSES (16 TOTAL)

Eligibility Status:
Need 1/2 unit Math. With current gpa of 2.355, needs a SAT score of 880 or an ACT score of 73.

Note: PSA currently is enrolled in 4 core classes that can replace current grades.

INITIAL TEAM MEETINGS
SAAS Agenda Items

1) Introduction
   - RAC staff
2) SAAS functions
   - Study table
     - Policies—**Handout**
     - Required for whom?
   - Tutorial
     - A privilege
     - Treat tutors with respect
     - Expectations of tutors and student athletes
   - Targeting
   - Monitor Academic progress
3) Academic Center Regulations
   - Code of Conduct—**Handout**
   - Computer use

4) Eligibility--**Handout**
   - Full-time enrollment
   - 24 Hour Rule
   - 40%/60%/80% Rule
     - Declaration of Major
     - Enrollment in "degree applicable" courses
   - 6 Hour Rule
   - Grade Point Average (G.P.A.) requirements
   - Dropping Class
     - Last day to drop class without penalty
     - Grade of "W" – impact on enrollment/full-time status
     - Extra Hour Aid Approval Forms/Summer Aid – responsibilities of student-athletes (F's,W's in courses approved for extra/summer aid must be paid back)
5) Explain Advising / Priority Registration
   - Roles of College Advisor and Academic Coordinator
   - Early registration for spring semester starts 4th week
   - Registration for next fall in March
6) Life Skills Program
   - AfterSport
7) Expectations
   - Travel Letters – provide for each instructor at beginning of term
   - Email-check regularly
   - Go to class, respect for others, represent well in all aspects of what you do, prompt, communicate, cell off in class, speak clearly leave phone # in msg, personal belongings to yourself, if not yours don't take it, offensive language
   - Other

APP Level Three Penalty Waiver (Waiver# 55)

Sport: Men's Basketball

Postseason Ineligibility

Request: Describe the part(s) of the Post-season Restriction requested to be waived
The institution will impose the following alternative penalties:

1. Playing and practice reductions, applicable to the playing season and out-of-season segments (see below).
2. Reduction in scholarships by two in 2012-13.
3. Reducing the number of off-campus recruiters at any one time by one during the 2012-13 academic year.

Level One

Request: Institution accepts this penalty.

Level Two

Request: Institution accepts the playing and practice penalty and the 10% reduction in contests. The men's basketball program will reduce the number of contests by three-- two road games, and one home guarantee game. This will allow student-athletes to spend four additional days in classes when otherwise they would be traveling to competition.

Level Three

Level Three Self-Imposed Penalties:

Y - Financial Aid Penalties (as outlined by institution)

N - Playing and Practice Season Penalties (additional to the 4 hours inside and outside of season)

Y - Coaches Penalties (for example suspensions, recruiting limitations)

N - Multi-season post-season competition bans

N - Restricted/corresponding membership

N - Contest reductions (additional to the 10%)

N - Restricting access to practice for incoming student-athletes that fall below pre-determined academic standards

N - Other self-imposed restrictions (as described in the following text box)

Request: In addition to the playing and practice penalties above, the institution will impose the following additional penalties:

1. Reduction in scholarships by two in 2012-13.
2. Reducing the number of off-campus recruiters at any one time by one during the 2012-13 academic year.

Waiver Rationale

Introduction
The University of Toledo respectfully requests a waiver of the Academic Progress Rate (APR) Level Three Penalty of postseason ineligibility during the 2012-13 academic year in the sport of menâs basketball. The institution has shown significant APR improvement over the past academic year, as demonstrated by an individual year APR of 939 in 2010-11. This improvement occurred as a result of the academic philosophies and initiatives taken by Head Coach Tod Kowalczyk in his first full year leading the program. These philosophies and initiatives, which are specified in the institutionâs academic recovery plan, have worked to improve retention and eligibility challenges that had plagued the program over the previous three years under head coaches Stan Joplin and Gene Cross. A proven winner in APR rates, Coach Kowalczyk has a career APR in his nine years as a head coach of 946. Our institution is certain that this tradition of APR success will continue at the University of Toledo.

In requesting relief from the postseason ban, the institution acknowledges that penalties must be paid for the APR underperformance that has beset the program in the past. Rather than a postseason penalty, which affects a coaching staff and group of student-athletes who had nothing to do with this negative past performance, the institution proposes playing and practice, a 10% reduction in contests, financial aid reductions, and recruiting sanctions in 2012-13. Despite the fact that postseason competition is not guaranteed for any team, the institution feels it is vital that the hopes and dreams of our student-athletes are kept alive with the mere possibility of postseason qualification. We believe that the proposed penalties are sufficiently punitive in addressing the failure of the institution to meet APR standards, and are concerned that a postseason ban would trigger a number of transfers from the program, thereby revisiting the negative trending that the institution and coaching staff has worked so hard to curtail in the past year.

APR History

2007-08
In 2007-08, the menâs basketball team achieved an individual year APR score of 804, with an overall rate of 927. This can be identified as the year in which the program began to backslide. Five freshmen student-athletes received athletic aid during the year. Of the five, four required initial eligibility waivers (Paul Becklens, Corey Bingham, Mouhamed Lo, and

Terrance Tubbs). The fifth freshman (Justin Anyijong) narrowly achieved qualifier status. By the end of the 2008-09 academic year, four of the freshmen had left the program, contributing five lost APR points. The remainder of the lost APR points were attributed to a student-athlete who left the institution at mid-year while ineligible (Shane Ross (two lost points)); a student-athlete who failed to earn his degree following completion of eligibility (Florentino Valencia (two lost points)); and a graduate student-athlete who did not earn six hours in his final semester (Jerrah Young (one lost eligibility point)). At the conclusion of the basketball season, Head coach Stan Joplin was fired, and was succeeded by Gene Cross.

2008-09

The 2008-09 academic year saw a continuation of the academic and retention issues that had begun in 2007-08. The team registered an individual year APR score of 813, and an overall score of 890. Two student-athletes who had exhausted eligibility failed to graduate (Ridley Johnson (two lost points), and Tyrone Kent (two lost points)), and another student-athlete who had come back as a fifth year student also failed to graduate (Florentino Valencia). Additionally, two student-athletes left the program while ineligible (Clayton Sterling, a freshman who had received an initial eligibility waiver, and Terrance Tubbs a member of the 2007-08 freshman class who had received an initial eligibility waiver). The departures of Sterling and Tubbs resulted in two contemporaneous scholarship penalties that were applied to the 2009-10 and 2010-11 academic years, respectively.

2009-10

Slight APR improvement occurred during the 2009-10 academic year, as the team achieved an individual year APR score of 875 and overall score of 858. Due to a variety of issues, Coach Cross and the institution mutually agreed to an employment separation in March of 2010. The institution received a first stage APR Historical Penalty notice during the 2009-10 academic year. In the wake of Gene Crossâs departure, the institution hired Tod Kowalczyk as its head coach in April of 2010. There were three critically important aspects to this hire. First, Coach Kowalczykâs APR at the University of Wisconsin-Green Bay was exemplary. In eight years as the head coach, Coach Kowalczykâs teams scored above the national APR rates in menâs basketball on seven occasions, which is an outstanding performance. Second, Coach Kowalczykâs teams at Green Bay were successful on the court, as demonstrated by an overall won/loss record of 136-112. Third, Coach Kowalczykâs commitment to his family as a husband and father allows him to serve as a positive role model to his student-athletes. Unfortunately, the unintended consequence of this coaching change led to the departure of six student-athletes following the 2010 spring semester, resulting in the loss of four retention points (Larry Bastfield, Josh Freelove, Ian Salter, and Neil Watson). It should be noted, however, that all student-athletes leaving the program were academically eligible. Of the remaining lost eligibility points, one retention point was lost for a student-athlete with a 4.0 GPA (Stephen Albrecht) who enrolled part-time at a collegiate institution during the spring 2010 semester in his hometown in Indiana (he later enrolled at Brown University) and one eligibility point was lost for a medically disqualified student-athlete (Zac Taylor) who did not meet percentage of degree due to a communication error when he decided not to change his major during the summer term after originally intending to do so.

As a result of an overall APR of 858 following the 2009-10 academic year, second stage historical penalties were levied against the menâs basketball program in October, 2010. The penalties involved a two scholarship reduction (from a four-year average of 12 counters), and a reduction in playing and practice time, both effective as of the 2011-12 academic year. A waiver was filed in November 2010, requesting relief from the second stage historical penalties. In February of 2011, a conditional waiver of playing and practice historical penalties was granted, based upon improved eligibility rates through the spring of 2010. The conditional APR score necessary to avoid the playing and practice penalty was not met, however, and the institution now faces playing and practice penalties in 2012-13. The institution filed an appeal of the second stage scholarship reductions in February of 2011, which was denied after a conference call with the APR Subcommittee on Appeals on February 28, 2011.

2010-11

In 2010-11 (the first full year of the Tod Kowalczyk regime), a resurgence in menâs basketball APR took place, highlighted by a single year score of 939. The four-year APR score improved slightly, to 869. Three APR points were lost during the year. Two points were lost when a student-athlete recruited by Gene Cross (Malcom Griffin) left the team in March and failed to maintain his academic eligibility through the spring term, and one point was lost when a student-athlete decided to transfer due to roster changes that would have left him as the third string point guard in 2011-12 (Jonathan Thomas). Also, an adjustment waiver was granted for a student-athlete whose degree progress had been miscalculated by his academic advisor (Zac Taylor), resulting in an unearned eligibility point in the spring (3/3 total score). Finally, and perhaps most importantly, a former student-athlete who had left the institution on two occasions without graduating (Florentino Valencia) returned to the institution and graduated in August of 2010, earning an APR bonus point. The APR of student-athletes recruited by Tod Kowalczyk was a very impressive 967 in 2010-11, which gives the institution great confidence that the proven academic philosophies and initiatives that Coach Kowalczyk demonstrated at the University of Wisconsin-Green Bay have become embedded within the Toledo basketball program.

Academic Recovery Plan

With the implementation of the menâs basketball academic recovery plan, the program has established a blueprint for improving APR scores. Based upon APR points that have been lost over the past four years, the institution has identified the following issues:

1. Lost points due to transfer/program departure.
2. Lost points due to a failure to graduate from the institution.
3. Lost points due to academic ineligibility.

With these issues in mind, the institution has crafted an academic recovery plan that aims to limit lost retention and eligibility points in the future. Based on the 2010-11 APR score, we feel that these strategies are proving to be effective.

Points Lost Due to Transfer/Program Departure

When analyzing the four-year APR cohort ending in 2010-11, nine retention points were

lost due to student-athletes transferring from the program. The majority of the lost points can be traced to the instability in the head coaching position. Head coaching changes notwithstanding, the institution wants to ensure that our student-athletes have the best possible experience during their enrollment. With this in mind, we have initiated exit surveys with transferring student-athletes (along with graduating seniors, as per department policy), and also will conduct mid-point surveys with student-athletes who have completed two years in the program. As we did not have any two-year student-athletes last spring, we will be conducting several surveys following the 2012 spring semester. The mid-point surveys will be conducted by individuals outside the athletics department, and will attempt to determine if there are programmatic issues in menâs basketball that can be identified and corrected before student-athlete transfers take place.

Points Lost Due to Failure to Graduate from Institution

The failure of student-athletes to graduate after having completed athletic eligibility has been a challenge in the program. The most recent APR report reflects six lost points for student-athletes who left the institution without graduating. Two of the lost points have been mitigated by the return and graduation of Florentino Valencia in the summer of 2010. The academic philosophy advanced by Coach Kowalczyk (who has a 100% graduation rate among the student-athletes under his leadership who have exhausted eligibility) addresses the issue of graduation at the beginning of the recruiting process by mandating that the coaching staff pursues prospective student-athletes from good families who understand the value of a college degree. Initial eligibility projections are executed by the menâs basketball staff to ensure the institution is focused on prospective student-athletes who are capable of handling college level coursework. The program will not recruit projected nonqualifiers (including prospective student-athletes who may require a waiver), and will not recruit junior college prospects who are initial nonqualifiers. Incoming menâs basketball student-athletes will meet with University President Lloyd Jacobs as an additional precaution to ensure the student-athletes are committed to earning a University of Toledo degree. During the institutionâs student orientation, incoming student-athletes and their parents are required to attend an eligibility presentation by the athletics department. Also, in an effort to ensure that student-athletes are properly tracking toward graduation, the academic advisor for menâs basketball will meet with the student-athlete at the start of every year for every student-athlete and review the remaining classes that are necessary in order to graduate. Prior to the start of the student-athleteâs senior year, the student-athlete will sign a contract that formalizes his commitment to completing his coursework and earning his degree. Finally, the menâs basketball staff is reaching out to former student-athletes in order to determine the feasibility of a return to Toledo in order to complete degree requirements. As previously mentioned, this has already occurred in the case of Florentino Valencia, a former student-athlete who returned to the institution in the summer of 2010 and graduated. The menâs basketball program has reached out to Ridley Johnson (a student-athlete who failed to graduate in 2009) in an effort to invite him back to campus to complete coursework necessary for his degree. We are pleased to report that Ridley has enrolled in classes for the spring 2012 semester, and are hopeful that he will graduate in May of 2012.

Points Lost Due to Academic Ineligibility

Over the course of the four previous academic years, six points were lost due to eligibility

issues. The eligibility deficiencies of the affected student-athletes ran the gamut, covering 24/18 hours, percentage, GPA, and the six hour rule. Tod Kowalczyk has authorized several policies to ensure the eligibility of student-athletes, and the results over his three semesters as head coach are encouraging (35/37 points earned for eligibility; 946 APR score). The eligibility performance of University of Toledo student-athletes under Coach Kowalczyk mirrors the performance of his student-athletes at the University of Wisconsin-Green Bay, where a single eligibility point was lost in eight years (due to academic misadvisement). First, all incoming student-athletes are required to participate in summer bridge courses. This provides for an early indoctrination into the academic demands and study skills necessary to be a successful student. Second, student-athletes are required to attend all classes, with the obvious exception of classes during travel to away competition. Student-athletes must sit in the first two rows of the class room. Third, mandatory study table for student-athletes has been instituted, beginning with freshman year and continuing throughout the student-athleteâs career. Tutoring is available to any student-athlete who has been determined to be at risk in a particular class. Fourth, coaches meet with student-athletes each week to discuss their academic progress. This is an important aspect of the recovery plan, as the entire coaching staff takes an active role in monitoring and overseeing the academic progress of their student-athletes. These progress reports are shared with Coach Kowalczyk and the teamâs academic advisor. Fifth, the academic advisor will meet with faculty members during the first two weeks of classes to discuss student-athletes who may be at risk. Coach Kowalczyk and his staff will determine which student-athletes are at risk, based upon a number of factors. Finally, in an effort to seize upon the competitive nature of student-athletes, âscholar ballerâ patches are awarded to student-athletes who have been determined to be diligent students. The patches are displayed on each student-athleteâs warm-up suit.

2011-12 Projections

With the menâs basketball academic improvement plan now entering its second full year under Tod Kowalczyk, the institution is confident that the positive results in 2010-11 will be sustained in 2011-12 and beyond. We will continue to evaluate our recovery plan and APR data and, if necessary, alter the plan to address emerging issues. The freshmen who have entered the program this year all bring quality high school academic backgrounds with them, and have used the summer bridge opportunity to its fullest advantage. There is one student-athlete who predicts to graduate in 2011-12 (Justin Anyijong), and another who will re-enroll for the spring semester (Ridley Johnson) with the goal of graduating in May of 2012. The institution conservatively predicts a 960 individual year APR in 2011-12, which would elevate the four-year number to 908, but also bring the teamâs two-year APR (2010-11 and 2011-12) to 970.

Conclusion

The University of Toledo supports the NCAAâs academic performance program, and believes that the best interests of student-athletes are served by requiring sport programs and institutions to meet established standards for eligibility, retention, and graduation. Unfortunately, the menâs basketball program has not lived up to these standards in recent years, due to a number of factors that have been identified in this waiver. However, the recent APR challenges in the menâs basketball program are neither issues of institutional

culture, nor longstanding issues within this specific sport program. Currently, all other University of Toledo sport programs are exceeding APR standards, and the menâs basketball program at one time presented one of the highest APR scores in the country. With the hiring of Tod Kowalczyk in April 2010, the institution took the first step toward restoring the academic success in the menâs basketball program that had at once been a source of great pride. The individual year APR of 939 in Coach Kowalczykâs first full year as head coach justified the faith that the institution has placed in him, and also has proven the commendable APR scores that he achieved at The University of Wisconsin-Green Bay are a reflection of his academic philosophies and belief that student-athletes should enroll in college with the goal of graduating. Coach Kowalczyk has long been a dedicated supporter of academic reform and the APR system, and his standing on the NABC Ethics Committee demonstrates that he is committed to operating his program in the most honorable manner.

In this waiver, the institution requests relief from the postseason eligibility ban, as the individuals most acutely affected by postseason ineligibility were not part of the men's basketball program during the sub-standard years of APR performance. Furthermore, current members of the team achieved a 939 APR during the 2010-11 academic year, a significant improvement over the previous five years of APR reporting. The opportunity to participate in postseason competition is a motivating force in the lives of student-athletes, who work every day to reach the "one shining moment" that perfectly describes the NCAA men's basketball tournament. The loss of this opportunity will only serve to perpetuate the APR struggles that the program has faced, as student-athletes are likely to transfer if they are unable to challenge themselves in reaching the ultimate competitive objective of every student-athlete. To further this point, NCAA Bylaw 13.1.1.3.4 allows student-athletes to be contacted by competing institutions without having to request permission, and Bylaw 14.8.2 (c) would provide a waiver of the one year residence requirement to transferring student-athletes that would allow them to compete immediately at their new institution. It should be noted that the institution is only asking for the opportunity to compete for a postseason opportunity, as postseason is not a guarantee in most mid-major programs. A postseason berth represents a lifetime experience and cherished memory for any student-athlete fortunate enough to achieve this goal.

In exchange for the opportunity to participate in postseason competition, the menâs basketball program is prepared to reduce its playing and practice season during both the playing and non-playing seasons by four hours and one day, reduce its number of contests against outside competition by 10%, impose a two-scholarship penalty in 2012-13 (for a total of 11 counters), and also limit the number of off-campus recruiters at any one time to two during the 2012-13 academic year. The institution believes this is a fair imposition of penalties when evaluating the teamâs overall APR record.

Thank you for considering this request. If you have any questions, please contact me at (419) 530-8496.

Brian Lutz
Associate Athletics Director for Compliance/Internal Audit

APR PROJECTIONS, WITH PENALTY

2010-11 Academic Year

Counter	Earned	Possible	Notes
1	2	4	Malcolm Griffin
2	3	4	J.T. Thomas
3	3	3	Hayden Humes
4	2	2	Curtis Dennis
5	4	4	
6	4	4	
7	4	4	
8	4	4	
9	4	4	
10	1	1	Devin Russell
11	4	4	
12	4	4	
13	0	0	Contemporaneous Penalty
MH	3	3	Medical Hardship
CC	4	4	Coaching Change Nonparticipant

2010-11	46	49	0.939
Plus Ones	1		(Valencia)
2007-08	38	46	0.826
2008-09	39	48	0.813
2009-10	42	48	0.875
4-year APR:	166	191	0.869

Contemporaneous Penalties
Terrance Tubbs (2008-09)

2011-12 Academic Year

Counter	Earned	Possible	Notes
1	1	2	Ryan Majerle
2	4	4	
3	4	4	
4	4	4	
5	4	4	
6	4	4	
7	4	4	
8	4	4	
9	4	4	
10	4	4	
MH	4	4	Zac Taylor- Medical Hardship
MH	4	4	Justin Moss- Medical Hardship
EE	4	4	Justin Anyijong- 5th Year

2011-12	49	50	0.980
Plus Ones	1		(Valencia)
2008-09	39	48	0.813
2009-10	42	48	0.875
2010-11	46	49	0.939
4-year APR:	177	195	0.908

Contemporaneous Penalties
N/A

Historical Penalties

Level Three Historical Penalties

Note: APR for 2010-11 and 2011-12-- 970

APR PROJECTIONS, WITH PENALTY

2012-13 Academic Year

Counter	Earned	Possible	Notes
1	4	4	
2	4	4	
3	4	4	
4	4	4	
5	4	4	
6	4	4	
7	4	4	
8	4	4	
9	4	4	
10	4	4	
11	4	4	
MH	2	2	Zac Taylor- Medical Hardship
MH	4	4	Justin Moss- Medical Hardship

2012-13	50	50	1.000
Plus Ones	1		(Valencia)
2009-10	42	48	0.875
2010-11	46	49	0.939
2011-12	49	50	0.980
4-year APR:	188	197	0.954

Contemporaneous Penalties

N/A

Historical Penalties

N/A

2013-14 Academic Year

Counter	Earned	Possible	Notes
1	4	4	
2	4	4	
3	4	4	
4	4	4	
5	4	4	
6	4	4	
7	4	4	
8	4	4	
9	4	4	
10	4	4	
11	4	4	
12	4	4	
13	4	4	
MH	4	4	Justin Moss- Medical Hardship

2013-14	56	56	1.000
Plus Ones			
2010-11	46	49	0.939
2011-12	49	50	0.980
2012-13	52	52	1.000
4-year APR:	203	207	0.981

Contemporaneous Penalties

N/A

Historical Penalties

N/A

APR PROJECTIONS, WITH PENALTY

2010-11 Academic Year

Counter	Earned	Possible	Notes
1	2	4	Malcolm Griffin
2	3	4	J.T. Thomas
3	3	3	Hayden Humes
4	2	2	Curtis Dennis
5	4	4	
6	4	4	
7	4	4	
8	4	4	
9	4	4	
10	1	1	Devin Russell
11	4	4	
12	4	4	
13	0	0	Contemporaneous Penalty
MH	3	3	Medical Hardship
CC	4	4	Coaching Change Nonparticipant

2010-11	46	49	0.939
Plus Ones	1		(Valencia)
2007-08	38	46	0.826
2008-09	39	48	0.813
2009-10	42	48	0.875
4-year APR:	166	191	0.869

Contemporaneous Penalties
Terrance Tubbs (2008-09)

2011-12 Academic Year

Counter	Earned	Possible	Notes
1	1	2	Ryan Majerle
2	4	4	
3	4	4	
4	4	4	
5	4	4	
6	4	4	
7	4	4	
8	4	4	
9	4	4	
10	4	4	
MH	4	4	Zac Taylor- Medical Hardship
MH	4	4	Justin Moss- Medical Hardship
EE	2	2	Justin Anyijong- 5th Year

2011-12	47	48	0.979
Plus Ones	1		(Valencia)
2008-09	39	48	0.813
2009-10	42	48	0.875
2010-11	46	49	0.939
4-year APR:	175	193	0.907

Contemporaneous Penalties
N/A

Historical Penalties

Level Three Historical Penalties

Note: APR for 2010-11 and 2011-12–

959

APR PROJECTIONS, WITH PENALTY

2012-13 Academic Year

Counter	Earned	Possible	Notes
1	4	4	
2	4	4	
3	4	4	
4	4	4	
5	4	4	
6	4	4	
7	4	4	
8	4	4	
9	4	4	
10	4	4	
11	4	4	
MH	2	2	Zac Taylor- Medical Hardship
MH	4	4	Justin Moss- Medical Hardship

2012-13	50	50	1.000
Plus Ones	1		(Valencia)
2009-10	42	48	0.875
2010-11	46	49	0.939
2011-12	47	48	0.979
4-year APR:	186	195	0.954

Contemporaneous Penalties

N/A

Historical Penalties

N/A

2013-14 Academic Year

Counter	Earned	Possible	Notes
1	4	4	
2	4	4	
3	4	4	
4	4	4	
5	4	4	
6	4	4	
7	4	4	
8	4	4	
9	4	4	
10	4	4	
11	4	4	
12	4	4	
13	4	4	
MH	4	4	Justin Moss- Medical Hardship

2013-14	56	56	1.000
Plus Ones			
2010-11	46	49	0.939
2011-12	47	48	0.979
2012-13	52	52	1.000
4-year APR:	201	205	0.980

Contemporaneous Penalties

N/A

Historical Penalties

N/A

APR ANALYSIS 2007-08 THROUGH 2010-11

Counter	2010-11	Recruited By:	Fall 2010 Eligibility	Fall 2010 Retention	Spring 2011 Eligibility	Spring 2011 Retention	Reason(s) For Lost Points
1	Anyijong	Joplin	X	X	X	X	
2	Buckley	Kowalczyk	X	X	X	X	
3	Dear	Kowalczyk	X	X	X	X	
4	Dennis	Kowalczyk	N/A	N/A	X	X	
5	Griffin	Cross	X	X	No	No	Left institution, ineligible due to hours.
6	Holliday	Kowalczyk	X	X	X	X	
7	Humes	Cross	X	X	X	N/A	Transferred; qualified for 2.600 exemption.
8	Lo	Joplin	X	X	X	X	Coaching change nonqualifier; graduated in August.
9	Pearson	Kowalczyk	X	X	X	X	
10	Russell	Cross	X	N/A	N/A	N/A	Transferred at mid-year; qualified for 2.600 exemption.
11	Smith	Kowalczyk	X	X	X	X	
12	Thomas	Kowalczyk	X	X	X	No	Transferred.
13	Wright	Kowalczyk	X	X	X	X	
MH	Taylor	Joplin	X	X	N/A	X	Medical hardship; received adjustment due to misadvisement.
	PTS	46/49	13/13	12/12	11/12	10/12	
	APR	939	1000	1000	917	833	

= The APR of student-athletes recruited by Tod Kowalczyk and his staff is 967 (29/30).

Counter	2009-10	Recruited By:	Fall 2009 Eligibility	Fall 2009 Retention	Spring 2010 Eligibility	Spring 2010 Retention	Reason(s) For Lost Points
1	Albrecht	Cross	X	No	N/A	N/A	Left institution to enroll part time at college near hometown.
2	Anyijong	Joplin	X	X	X	X	
3	Barnett	Cross	X	X	X	N/A	Transferred; qualified for 2.600 GPA exemption.
4	Bastfield	Joplin	X	X	X	No	Transferred to another institution.
5	Dressler	Cross	X	X	X	N/A	Transferred; qualified for 2.600 GPA exemption.
6	Freelove	Cross	X	X	X	No	Transferred to another institution.
7	Griffin	Cross	X	X	X	X	
8	Humes	Cross	X	X	X	X	
9	Lo	Joplin	X	X	X	X	
10	Russell	Cross	X	X	X	X	
11	Salter	Cross	X	X	X	No	Transferred to another institution.
MH	Taylor	Joplin	X	X	No	X	Medically disqualified student; did not meet % of degree.
12	Watson	Cross	X	X	X	No	Transferred to another institution.
	PTS	42/48	13/13	12/13	11/12	6/10	
	APR	875	1000	923	917	600	

Counter	2008-09	Recruited By:	Fall 2008 Eligibility	Fall 2008 Retention	Spring 2009 Eligibility	Spring 2009 Retention	Reason(s) For Lost Points
1	Albrecht	Cross	X	X	X	X	
2	Amos	Joplin	X	X	X	X	
3	Anyijong	Joplin	X	X	X	X	
4	Bastfield	Joplin	X	X	X	X	
5	Johnson	Joplin	X	X	No	No	Left institution without graduating.
6	Kent	Joplin	X	X	No	No	Left institution without graduating.
7	Lo	Joplin	X	X	X	X	
8	Okafor	Cross	X	No	N/A	N/A	Transferred to another institution.
9	Rodriguez	Cross	N/A	N/A	X	X	
10	Salter	Cross	X	X	X	X	
11	Sterling	Cross	X	X	No	No	Left institution, ineligible due to hours and GPA.
12	Taylor	Joplin	X	X	X	X	
13	Tubbs	Joplin	X	X	No	No	Left institution, ineligible due to %.
	PTS	39/48	12/12	11/12	8/12	8/12	
	APR	813	1000	917	667	667	

Counter	2007-08	Recruited By:	Fall 2007 Eligibility	Fall 2007 Retention	Spring 2008 Eligibility	Spring 2008 Retention	Reason(s) For Lost Points
1	Amos	Joplin	X	X	X	X	
2	Anyijong	Joplin	X	X	X	X	
3	Becklens	Joplin	X	X	No	No	Left institution, ineligible due to hours and GPA.
4	Bingham	Joplin	X	X	X	No	Transferred.
5	Byrd	Joplin	N/A	N/A	X	X	
6	Johnson	Joplin	X	X	X	X	
7	Kent	Joplin	X	X	X	X	
8	Lo	Joplin	X	X	X	X	
9	Payne	Joplin	X	X	X	X	
10	Ross	Joplin	No	No	N/A	N/A	Left institution, ineligible due to hours and GPA.
11	Tubbs	Joplin	X	X	X	X	
EE	Valencia	Joplin	N/A	N/A	No	No	Eligibility exhausted, did not graduate.
12	Young	Joplin	X	X	No	X	Post graduate student-athlete; ineligible (six hour rule).
	PTS	38/46	10/11	10/11	9/12	9/12	
	APR	826	909	909	750	750	

Four Year Summary			Fall E	Fall R	Spring E	Spring R	
	PTS	165/191	48/49	45/48	39/48	33/46	PLUS ONE-- Florentino Valencia
	APR	869	980	938	813	717	

Analysis of Points Lost

Transfer:	8
Eligibility Exhausted, Did Not Graduate:	6
Not Retained, Ineligible (R Point Only):	5
Lost Eligibility Points:	7

ACTUAL MEN'S BASKETBALL APR

Year	Earned	Possible	Plus One	YEARLY APR	OVERALL APR	
2003-04	47	48		979	979	
2004-05	50	50		1000	990	
2005-06	56	56		1000	994	
2006-07	38	41		927	979	
2007-08	38	46		826	943	Lost retention points for Becklens and Bingham.
2008-09	39	48		813	895	
2009-10	42	48	1	875	858	Lost retention points for Bastfield, Freelove, Salter, and Watson.

Notes: First stage historical penalties and two contemporaneous penalties following 2008-09 academic year.
Second stage historical penalties following 2009-10 academic year.

MEN'S BASKETBALL APR, BASED UPON LOST RETENTION POINTS FOR COACHING CHANGES AND CIRCUMSTANCES BEYOND THE INSTITUTION'S CONTROL

Year	Earned	Possible	Plus One	YEARLY APR	OVERALL APR	
2003-04	47	48		979	979	
2004-05	50	50		1000	990	
2005-06	56	56		1000	994	
2006-07	45	48		938	980	Includes seven lost points due to circumstances beyond UT's control (Charalambous death, Pinson medical hardship)
2007-08	40	46		870	955	Includes Becklens and Bingham retention points lost in coaching change.
2008-09	39	48		813	909	Two contemporaneous penalties (Sterling, Tubbs)
2009-10	46	48	1	979	900	Includes Bastfield, Freelove, Salter, and Watson retention points, and Florentino Valencia "plus one".

Notes: First stage historical penalties following 2009-10 academic year.

APR as of Mid-Year 2011-12

Counter	Earned	Possible	Student-Athlete	Entry Status	Notes
1	1	2	Ryan Majerle	Freshman	Transferred to D-II school at mid-year.
2	2	2	Julius Brown	Freshman	
3	2	2	Dominique Buckley	4-4 Transfer	
4	2	2	DeLino Dear	Freshman	
5	2	2	Curtis Dennis	4-4 Transfer	
6	2	2	James Ewing	Freshman	
7	2	2	Maurice Holliday	Freshman	
8	2	2	A.J. Mathew	Freshman	
9	2	2	Rian Pearson	4-4 Transfer	
10	2	2	Matthew Smith	4-4 Transfer	
MH	2	2	Zac Taylor- Medical Hardship	Freshman	
MH	2	2	Justin Moss- Medical Hardship	Freshman	
EE	2	2	Justin Anyijong- 5th Year	Freshman	

2011-12	25	26	0.962
Plus Ones	1		(Valencia)
2008-09	39	48	0.813
2009-10	42	48	0.875
2010-11	46	49	0.939
4-year APR:	153	171	0.895

Historical Penalties

Level Three Historical Penalties

Note: Projected APR for 2010-11 and 2011-12-- 970

The University of Toledo

Athlete Final Grades

201140

Mens Basketball

Anyijong, Pinggurbek — R00240831 — Term GPA: 1.235 — Cumulative GPA: 2.077

Course ID	CRN	Final Grade	Credit Hours	Activity Date
MATH1190 006	53506	F	1	1/3/2012 4:01:46AM
MATH1200 006	49833	F	4	12/20/2011 9:50:32PM
RCRT4010 902	53123	C-	3	12/14/2011 8:53:46AM
HEAL3700 901	43952	C	3	12/19/2011 11:11:43AM
HEAL2000 001	43932	F	3	12/18/2011 8:40:55PM
CRIM4590 003	42861	B+	3	12/19/2011 6:28:41PM

Brown, Julius — R01002700 — Term GPA: 2.134 — Cumulative GPA: 2.521

Course ID	CRN	Final Grade	Credit Hours	Activity Date
SOC1010 004	42670	C	3	12/12/2011 4:38:07PM
AL1120 003	53636	B-	2	12/8/2011 2:13:27PM
ENGL1100 034	43638	C	5	12/13/2011 6:18:15PM
MATH0950 020	41956	NC	4	12/14/2011 12:32:07PM

Buckley, Dominique — R00925149 — Term GPA: 2.165 — Cumulative GPA: 2.348

Course ID	CRN	Final Grade	Credit Hours	Activity Date
COMM2400 004	43284	C	3	12/19/2011 3:35:50PM
ANTH2800 005	42651	C+	3	12/22/2011 5:09:20PM
SPAN2140 007	42951	D	3	12/16/2011 11:52:47AM
COMM3870 002	51280	B+	3	12/18/2011 7:46:21PM

Dear, DeLino — R00923905 — Term GPA: 2.385 — Cumulative GPA: 2.897

Course ID	CRN	Final Grade	Credit Hours	Activity Date
MATH1200 004	49831	C	4	12/20/2011 11:32:42AM
HEAL3300 003	43950	B	3	12/15/2011 10:16:14PM
MATH1260 002	42067	W	3	9/22/2011 4:27:26PM
BMGT1500 902	40450	C	3	12/13/2011 9:36:33PM
BUAD1020 002	40039	B-	3	12/13/2011 1:55:02PM

Dennis, Curtis — R00950434 — Term GPA: 3.250 — Cumulative GPA: 2.667

Course ID	CRN	Final Grade	Credit Hours	Activity Date
CRIM2210 003	54258	A	3	12/13/2011 10:18:35AM
PSC1200 004	41787	D+	3	12/20/2011 11:36:54PM
CRIM2230 901	53659	A	3	12/19/2011 9:40:31PM
CRIM2200 901	53658	A-	3	12/23/2011 10:26:27AM

Ewing, James — R00930016 — Term GPA: 2.833 — Cumulative GPA: 2.466

Course ID	CRN	Final Grade	Credit Hours	Activity Date
BUAD1020 002	40039	C	3	12/13/2011 1:55:02PM
PHYS1310 001	42289	C+	3	12/20/2011 3:15:36PM
RCRT4000 901	53121	B	3	12/18/2011 11:09:30AM
MATH0980 006	42004	NC	4	12/21/2011 1:57:45AM
MUS2220 004	40953	A	3	12/20/2011 7:29:52PM

Holliday, Maurice — R00920140 — Term GPA: 2.780 — Cumulative GPA: 2.708

Course ID	CRN	Final Grade	Credit Hours	Activity Date
BUAD1020 002	40039	B-	3	12/13/2011 1:55:02PM
BMGT2110 901	40461	B	3	12/17/2011 11:23:16PM
RCRT4010 902	53123	B-	3	12/14/2011 8:53:47AM
MATH0980 006	42004	NC	4	12/21/2011 1:57:45AM

The University of Toledo
Athlete Final Grades
201140

Mens Basketball

Majerle, Ryan — R00925958 — Term GPA: 3.809 — Cumulative GPA: 3.766

Course ID	CRN	Final Grade	Credit Hours	Activity Date
MATH1830 001	42135	B+	4	12/19/2011 12:00:24PM
ETPT2020 010	45234	A	3	12/16/2011 9:30:33AM
ANTH2800 005	42651	A	3	12/22/2011 5:09:21PM
MATH1980 001	42360	A	1	10/13/2011 4:27:34PM
ENGL1110 081	48596	A	3	12/18/2011 11:24:11PM

Mathew, Alexander — R00890157 — Term GPA: 3.874 — Cumulative GPA: 3.772

Course ID	CRN	Final Grade	Credit Hours	Activity Date
BUAD1000 007	44571	A	1	12/1/2011 11:10:40AM
ECON1150 009	44307	B+	3	12/21/2011 11:55:15AM
ENGL1110 070	43806	A	3	12/17/2011 8:26:51PM
MATH1260 007	42061	A	3	12/20/2011 10:19:10AM
BUAD1010 002	40104	A	3	12/15/2011 11:35:38PM
BUAD1020 006	40043	A	3	12/19/2011 8:20:50PM

Moss, Justin — R01005413 — Term GPA: 3.222 — Cumulative GPA: 3.206

Course ID	CRN	Final Grade	Credit Hours	Activity Date
ANTH2800 008	53125	B	3	12/19/2011 5:05:05PM
MATH1190 901	53510	B+	1	12/13/2011 3:48:04PM
AL1120 003	53636	C	2	12/8/2011 2:13:27PM
ENGL1100 036	43643	A	5	12/18/2011 11:04:29PM
MATH1200 011	51447	B	4	12/20/2011 10:23:13PM

Pearson, Rian — R00922032 — Term GPA: 3.553 — Cumulative GPA: 3.205

Course ID	CRN	Final Grade	Credit Hours	Activity Date
MATH0950 024	46483	NC	4	12/18/2011 10:15:34AM
BMGT2110 001	40459	A	3	12/15/2011 7:08:11AM
BUAD3030 006	40125	B+	3	12/18/2011 11:58:00AM
RCRT4010 902	53123	B+	3	12/14/2011 8:53:47AM

Riddle, Zachary — R00915433 — Term GPA: 3.222 — Cumulative GPA: 3.222

Course ID	CRN	Final Grade	Credit Hours	Activity Date
AL1120 004	53637	B+	2	12/8/2011 2:19:12PM
AL1000 007	53620	B-	1	12/18/2011 8:55:07PM
ECON1150 004	44294	B	3	12/19/2011 3:45:20PM
MATH1260 002	42067	B-	3	12/19/2011 2:10:05PM
ASTR1010 003	41588	B+	3	12/20/2011 5:50:02PM
ENGL1110 078	43824	A	3	12/18/2011 11:20:57PM

Smith, Matthew — R00922034 — Term GPA: 1.585 — Cumulative GPA: 2.096

Course ID	CRN	Final Grade	Credit Hours	Activity Date
ASTR1010 003	41588	C-	3	12/20/2011 5:50:02PM
PHIL2400 002	40724	B	3	12/19/2011 2:45:59PM
RCRT4010 902	53123	F	3	12/14/2011 8:53:47AM
ENGL2730 001	51032	C-	3	12/16/2011 1:46:50PM

The University of Toledo
Athlete Final Grades
201140

Mens Basketball

Spelcher, Michael — R00952982 — Term GPA: 3.311 — Cumulative GPA: 3.311

Course ID	CRN	Final Grade	Credit Hours	Activity Date
ARS1000 010	46131	A	1	12/20/2011 2:09:34PM
HIST1020 002	52091	B	3	12/16/2011 7:51:17PM
ANTH2800 002	42647	B-	3	12/22/2011 4:28:34PM
ENGL1100 041	45805	B+	5	12/20/2011 6:47:08PM
MATH1180 029	52237	A	3	12/19/2011 9:38:34AM

Taylor, Zachary — R00504400 — Term GPA: 3.732 — Cumulative GPA: 3.089

Course ID	CRN	Final Grade	Credit Hours	Activity Date
HIST1120 001	51341	A	3	12/19/2011 1:10:03PM
PSC3420 001	41816	B+	3	12/20/2011 1:57:12PM
HIST1060 001	40892	A	3	12/21/2011 5:16:34AM
GEPL2040 001	52060	B+	3	12/12/2011 3:13:29PM
HIST3210 001	51349	A	3	12/19/2011 1:19:43AM

Wonnell, Richard — R00852395 — Term GPA: 3.229 — Cumulative GPA: 3.163

Course ID	CRN	Final Grade	Credit Hours	Activity Date
BUAD2000 005	40115	A-	1	12/17/2011 1:14:18AM
PSY1010 902	42502	B	3	12/21/2011 8:23:40AM
BMGT2700 901	40467	A	3	12/18/2011 12:22:40PM
BUAD2080 002	40192	B+	3	12/16/2011 2:51:50PM
BUAD2060 003	40046	A-	3	12/17/2011 12:38:10PM
BUAD2040 006	40004	C	3	12/17/2011 10:57:22AM

Report Selection Parameters:

Academic Period: 201140
Grade Types: All Grades

Report Description: This report displays real time grades for student athletes. The user specifies an academic period. They may also specify a specific sport code as well as a status code. Only enrolled courses are displayed.

Developer: Brian Skelding, WTA

The University of Toledo

Athlete Final Grades

201130

Mens Basketball

Anyijong, Pinggurbek R00240831 Term GPA: 1.500 Cumulative GPA: 2.093

Course ID	CRN	Final Grade	Credit Hours	Activity Date
CRIM4300 921	37380	D-	3	8/9/2011 10:00:57PM
BIOL1120 911	30968	C	3	6/28/2011 12:35:09AM
HEAL2500 921	30721	C	3	8/9/2011 2:59:10PM
CRIM4100 921	30686	D+	3	8/9/2011 10:57:49AM

Brown, Julius R01002700 Term GPA: 3.165 Cumulative GPA: 3.165

Course ID	CRN	Final Grade	Credit Hours	Activity Date
PSY1010 921	31963	C+	3	8/9/2011 6:01:38PM
SKLS1150 021	30129	A	3	8/1/2011 1:52:50PM

Buckley, Dominique R00925149 Term GPA: 2.000 Cumulative GPA: 2.412

Course ID	CRN	Final Grade	Credit Hours	Activity Date
SPAN1120 021	34221	C	4	8/9/2011 9:39:09PM
HEAL3300 921	30739	C	3	8/8/2011 10:49:50AM

Dear, DeLino R00923905 Term GPA: 3.835 Cumulative GPA: 3.087

Course ID	CRN	Final Grade	Credit Hours	Activity Date
HEAL2500 911	37493	A	3	6/27/2011 1:41:06PM
BUAD1010 021	30148	A-	3	8/9/2011 8:18:17PM

Dennis, Curtis R00950434 Term GPA: 3.670 Cumulative GPA: 2.200

Course ID	CRN	Final Grade	Credit Hours	Activity Date
CRIM1040 921	30685	A-	3	8/9/2011 10:48:22AM

Holliday, Maurice R00920140 Term GPA: 3.000 Cumulative GPA: 2.688

Course ID	CRN	Final Grade	Credit Hours	Activity Date
BMGT1500 912	30471	B	3	7/4/2011 3:08:01PM
BUAD1010 021	30148	B	3	8/9/2011 8:18:17PM

Majerle, Ryan R00925958 Term GPA: 3.665 Cumulative GPA: 3.665

Course ID	CRN	Final Grade	Credit Hours	Activity Date
PSY1010 921	31963	B+	3	8/9/2011 6:01:39PM
SKLS1150 021	30129	A	3	8/1/2011 1:52:53PM

Mathew, Alexander R00890157 Term GPA: 3.500 Cumulative GPA: 3.500

Course ID	CRN	Final Grade	Credit Hours	Activity Date
PSY1010 921	31963	B	3	8/9/2011 6:01:39PM
SKLS1150 021	30129	A	3	8/1/2011 1:52:54PM

Moss, Justin R01005413 Term GPA: 3.165 Cumulative GPA: 3.165

Course ID	CRN	Final Grade	Credit Hours	Activity Date
PSY1010 921	31963	C+	3	8/9/2011 6:01:40PM
SKLS1150 021	30129	A	3	8/1/2011 1:52:54PM

Pearson, Rian R00922032 Term GPA: 3.000 Cumulative GPA: 3.115

Course ID	CRN	Final Grade	Credit Hours	Activity Date
HEAL3300 922	36228	B-	3	8/8/2011 11:00:47AM
HEAL2500 921	30721	B+	3	8/9/2011 2:59:13PM

The University of Toledo

Athlete Final Grades

201130

Mens Basketball

Rodriguez, Drew R00341088 Term GPA: 0.000 Cumulative GPA: 2.992

Course ID	CRN	Final Grade	Credit Hours	Activity Date
CIVE3940 002	30245	PS	1	8/8/2011 3:18:08PM

Smith, Matthew R00922034 Term GPA: 3.000 Cumulative GPA: 2.262

Course ID	CRN	Final Grade	Credit Hours	Activity Date
CMPT1100 021	30496	A	3	8/7/2011 2:46:36PM
ANTH2800 922	30042	C	3	8/9/2011 12:47:16PM

Report Selection Parameters:

Academic Period: 201130
Grade Types: All Grades

Report Description: This report displays real time grades for student athletes. The user specifies an academic period. They may also specify a specific sport code as well as a status code. Only enrolled courses are displayed.

Developer: Brian Skelding, WTA

THE UNIVERSITY OF TOLEDO
INTERCOLLEGIATE ATHLETICS
STUDENT-ATHLETE SURVEY

The purpose of this questionnaire is to solicit information at various points in the career of student-athletes, including the following: two-year point following enrollment, completion of athletics eligibility, and transfer from the institution. This information will be utilized to improve the intercollegiate athletics programs at The University of Toledo. Please keep in mind the information contained in this form will remain confidential. Your candid responses will be very helpful and appreciated. PLEASE ANSWER ALL ITEMS. When finished, please return to Brian Lutz, Associate Athletics Director for Compliance.

Sport_____ Academic Yr._____ Male____ Female____

Reason(s) for exiting sport:

Completed Eligibility	Graduation	Disqualification	Dissatisfaction	Injury	Other
☐	☐	☐	☐	☐	☐

Financial Information:

How did you finance your education? Check all that apply:

Full Athletic Scholarship	Partial Athletic Scholarship	Grants	Loans	Work	Personal/Family Support	Scholarships (Non-Athletic)
☐	☐	☐	☐	☐	☐	☐

Other_____

PLEASE ANSWER THE FOLLOWING QUESTIONS AS COMPLETELY AND HONESTLY AS YOU CAN:

OVERALL

1. What were your reasons for attending The University of Toledo?

   A._____

   B._____

   C._____

2. If you were being recruited from high school today, would you choose to attend UT again?

   Yes____No_____ Please explain_____

   _____

3. How would you describe your overall experience at The University of Toledo?

   _____

   _____

4. To what extent did you achieve your academic goals?

Completely ☐ Somewhat ☐ Not at all ☐

Explain contributing factors in goal achievement:_____

_____

5. How would you describe your athletic experience at The University of Toledo?

_____

_____

_____

6. To what extent did you achieve your athletic goals?

Completely ☐ Somewhat ☐ Not at all ☐

Explain contributing factors in goal achievement:_____

_____

7. Did your coaches and sport program allow you to fully develop your athletic potential?

Yes_____No_____ Why or why not?_____

_____

8. What do you believe are the strengths of Toledo's athletics program?

_____

_____

_____

9. What do you believe are the areas that need improvement in Toledo's athletics program? Recommendations for improvement?

_____

_____

_____

STUDENT SERVICES

1. Which of the following resources/services have you used? Of the ones you have used, please rank these services on how important they have been in helping you succeed at The University of Toledo.

	Never Used	Have Used	Very Important	Somewhat Important	Not Important
a. Student Health Insurance	☐	☐	☐	☐	☐
b. Student Medical Services	☐	☐	☐	☐	☐
c. University Counseling Center	☐	☐	☐	☐	☐
d. Office of Student Services	☐	☐	☐	☐	☐
e. Office of International Services	☐	☐	☐	☐	☐
f. Career Services	☐	☐	☐	☐	☐
g. Student Development Center	☐	☐	☐	☐	☐
h. Office of Accessibility	☐	☐	☐	☐	☐

2. Please indicate whether or not counseling services were available to deal with the following needs specific to your participation in athletics. Also indicate if you utilized the particular services and if you believe the services were or would be beneficial to student-athletes.

Stresses related to: (Circle Yes or No)	Counseling was available		Counseling was or would be beneficial	
a. Time Demands	Yes	No	Yes	No
b. Competition	Yes	No	Yes	No
c. Publicity	Yes	No	Yes	No
d. Playing Time	Yes	No	Yes	No
e. Injury	Yes	No	Yes	No
f. Peer Pressure	Yes	No	Yes	No
g. Adjustment to college life	Yes	No	Yes	No
h. Career options	Yes	No	Yes	No
i. Drug or alcohol problems	Yes	No	Yes	No
j. Body weight/eating disorders	Yes	No	Yes	No

3. Do you feel enrichment programs discussing the following areas would be beneficial to student-athletes? Please circle Yes or No:

a. Time management	Yes	No
b. Racial/cultural/gender relations	Yes	No
c. Nutrition	Yes	No
d. AIDS/HIV	Yes	No
e. Career development	Yes	No
f. Eating disorders	Yes	No
g. Sport performance enhancement (mental training)	Yes	No
h. Stress management	Yes	No
i. Other (please specify)_____	Yes	No

ACADEMIC SERVICES

Please rate the areas below as they relate to you according to the scale noted:

	Excellent	Very Good	Average	Poor	Not Applicable
a. Orientation course required for all entering students	☐	☐	☐	☐	☐
b. Tutorials for athletes	☐	☐	☐	☐	☐
c. Academic advising by Director of Academics and/or assistant	☐	☐	☐	☐	☐
d. Academic advising by major dept.	☐	☐	☐	☐	☐
e. Study tables	☐	☐	☐	☐	☐
f. Toledo athletics department orientation program	☐	☐	☐	☐	☐
g. Student-athlete handbook	☐	☐	☐	☐	☐

Did you ever use the Athletics Academic Support Services? Yes No

If so, how often during your athletic career?_____

In your opinion, what are the major strengths and/or areas that need improvement in the academic services program?

_____

_____

_____

SPORT SPECIFIC

Please rate the following areas as they relate to your sport according to the scale below:

5 = Excellent
4 = Very good
3 = Average
2 = Poor
1 = I don't know

Each question requires two responses; please provide a rating for each, i.e. availability and quality.

a. Overall Athletic facilities ____/____
b. Workout and training facilities ____/____
c. Competition facilities ____/____
d. Weight room ____/____
e. Athletic training room ____/____
f. Practice and competition schedules ____/____
g. Individual and team publicity ____/____
h. Equipment and uniforms ____/____
i. Team travel ____/____
j. Meals and lodging during team travel ____/____
k. Adequacy of team budget (if known) ____/____
l. Other_____ ____/____

PERSONNEL

	Very Satisfying	Somewhat Satisfying	Somewhat Dissatifying	Very Dissatisfying
I found the atmosphere and attitude in the training room to be:	☐	☐	☐	☐
I found the atmosphere and attitude In the equipment room to be:	☐	☐	☐	☐
I found the support and leadership of the athletics administration to be:	☐	☐	☐	☐
I found the attitude and ability of the athletic trainers to be:	☐	☐	☐	☐
I found the game management of my specific sport to be:	☐	☐	☐	☐
I found the day-to-day competence of my immediate coaches to be:	☐	☐	☐	☐
I perceived the abilities of my immediate coaches toward specific event preparations and planning to be:	☐	☐	☐	☐
I would consider the on-field/court coaching, teaching and preparation in practice sessions by my immediate coaches to have been:	☐	☐	☐	☐
I found the motivational abilities, encouragement, and positive reassurance of my immediate coaches to have been:	☐	☐	☐	☐
I found my immediate coaches' concern toward my health, academics and personal problems to be:	☐	☐	☐	☐

GENERAL INFORMATION:

1. Do you believe that women's and men's sports are treated equitably at UT? Yes____No____ Explain. What recommendations do you have for improvement?_____

   _____

2. Excluding gender differences, are all sports programs provided an opportunity to succeed at UT? Yes_____ No_____ Explain. What recommendations do you have for improvement?_____

   _____

3. Did you experience or witness any of the following while a student-athlete at Toledo?

Sexual Harassment	Yes	No
Racism/sexism	Yes	No
Physical abuse	Yes	No
Hazing	Yes	No
Verbal abuse	Yes	No
Mental abuse	Yes	No

   If you answered "yes" to any of the above, please explain:_____

   _____

4. If you are a person of color and/or cultural diversity and/or female:
   a. In what ways were your racial, cultural, or gender needs in intercollegiate athletics identified and met?

   b. In what ways were your needs not identified or met?

   c. What improvements would you suggest in this area?

ATHLETIC TIME COMMITMENTS

1. How many hours a week did you spend on countable related athletic activities (e.g. practices, meetings, films, weight training, etc.) during your season_____

2. How many hrs.a week did you spend on countable related athletic activities during the off-season?____

3. Do you feel the demands of athletic practice and meetings interfered with your ability to succeed in your studies? Yes___ No___ Explain_____

4. Do you support the current restrictions placed on the number of hours per week that coaches are allowed to conduct athletically-related activities? Yes___No___Explain_____

   _____

5. Do these restrictions create an advantage/disadvantage/no difference in personal skill development?

   _____

6. Were you required to miss meals due to participation in your sport? Yes_____No_____ If "yes," how many meals did you miss during the year? Why?_____

7. Did you ever miss class due to practice conflicts? Yes___No___If "yes," how many classes per week?

8. Were you ever required to miss a midterm or final exam due to practice or competition conflicts? Yes____No____ If "Yes," how many did you miss during your entire sports career at Toledo?_____

9. Were out-of-season workouts suggested/expected by coaches? Yes____No___ If yes, how often?_____

   Describe the types of activities_____

10. Do you believe that your coach(es) were sensitive to the demands placed on your time while you were a student-athlete? Yes____ No____ Explain_____

    _____

11. Did your coach/es know your goals? Yes____No_____ Explain_____

    _____

12. Did any of your teammates transfer from or quit the program? Yes_____ No_____ If yes, describe the

    reasons_____

RECRUITMENT

1. Were you informed of NCAA, conference, and institutional regulations? Yes____ No_____

2. If you were informed of NCAA, conference and institutional regulations, please describe the methods (e.g., face-to-face discussions, newsletters, handbooks) by which you received information_____

   _____

3. Do you feel you had a good understanding of the regulations? Yes____No____ Explain_____

   _____

4. During your recruitment by this or any other institution, or while enrolled in this institution, did you receive any nonpermissible offers, inducements or benefits from an employee of the athletics department or a booster?
   a. _____ I was not recruited.
   b. _____ No.
   c. _____ Yes. Please indicate below any nonpermissible offers or benefits you received during recruitment or while enrolled at this institution. **Check all that apply.**
      1. _____ Cash or a cash equivalent award (e.g., sports club membership)
      2. _____ Free or reduced cost services (e.g. entertainment, typing, laundry, dry-cleaning), rentals or purchases (airline tickets, clothing, automobile, food) or any type.
      3. _____ Use of an automobile.
      4. _____ Use of a telephone or credit card.
      5. _____ Gift(s) of athletics equipment, supplies or clothing (e.g. from a manufacturer or commercial enterprise.)
      6. _____ Payment for complimentary tickets.
      7. _____ Any tangible items, including merchandise.
      8. _____ A job or employment arranged by a staff member or representative of athletics interest before or after high school graduation.
      9. _____ Transportation to a job.
      10. _____ A loan or co-signing of a loan.
      11. _____ A guarantee of a bond.
      12. _____ A loan or payment of other expenses for a relative or friend.
      13. _____ An employment arrangement for a relative or friend.

5. Are you aware of other student athletes who have received nonpermissible benefits? Yes____No____

6. Are you aware of any boosters who have provided nonpermissible benefits to student athletes? Yes____ No____

7. To the best of your knowledge, did your coaches comply with NCAA, conference and institutional rules?

   Yes____No____If no, what areas do you believe violations may have occurred (e.g. recruiting, financial aid, eligibility, nonpermissible benefits)?_____

8. While enrolled in this institution, were you ever declared ineligible to practice or compete? Yes____No____ If yes, for what reason?_____

DEGREE COMPLETION

1. If you have not yet finished your bachelor's degree, how committed are you to finishing at Toledo?

Very Committed ☐ Somewhat Committed ☐ Not Sure ☐

2. When do you expect to graduate? Date_____

3. If you are not sure, are you planning to transfer elsewhere? Yes___No___ If Yes, where?_____

4. Do you plan to attend graduate school? Yes___No___ When_____Where_____

5. What are your specific future plans (job, travel, etc.)?_____

_____

6. What changes if any, would you propose to make in the Toledo athletics program?_____

_____

PLEASE RETURN TO BRIAN LUTZ IN SAVAGE ARENA.

Demographic Information	
NCAA Id	1001007667
Name	Ryan Majerle
Address	3036 gold dust ne belmont MI (Michigan) US (United States Of America) 49306
Phone	616-365-3074
Graduation Date	01-Jun-11
Current High School	rockford senior high school ((233205))

Course Information

English Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
X	ENGLISH 9	A	0.5	0.5	2.0	2.0
X	ENGLISH 9	A	0.5	0.5	2.0	2.0
X	ENGLISH 10	A	0.5	0.5	2.0	2.0
X	ENGLISH 10	B	0.5	0.5	1.5	1.5
X	ENGLISH 11	A	0.5	0.5	2.0	2.0
X	ENGLISH 11	A	0.5	0.5	2.0	2.0
		Total	3.00	3.00	11.50	11.50

Math Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
X	ALGEBRA 2/H	B	0.5	0.5	2.0	2.0
X	ALGEBRA 2/H	B	0.5	0.5	2.0	2.0
X	PRE-CALCULUS	A	0.5	0.5	2.0	2.0
X	PRE-CALCULUS/H	B	0.5	0.5	2.0	2.0
X	INTRO CALCULUS	A	0.5	0.5	2.0	2.0
X	GEOMETRY/H	D	0.5	0.5	1.0	1.0
		Total	3.00	3.00	11.00	11.00

Science Course

Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points

X	EARTH SCIENCE	A	0.5	0.5	2.0	2.0
X	EARTH SCIENCE	A	0.5	0.5	2.0	2.0
X	BIOLOGY	A	0.5	0.5	2.0	2.0
X	BIOLOGY	A	0.5	0.5	2.0	2.0
X	CHEMISTRY	A	0.5	0.5	2.0	2.0
X	CHEMISTRY	A	0.5	0.5	2.0	2.0
		Total	3.00	3.00	12.00	12.00

Social Studies Course						
Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
X	WORLD STUDIES 1	A	0.5	0.5	2.0	2.0
X	AMERICAN STUDIES	A	0.5	0.5	2.0	2.0
X	AMERICAN STUDIES	A	0.5	0.5	2.0	2.0
X	GEN PSYCH	A	0.5	0.5	2.0	2.0
		Total	2.00	2.00	8.00	8.00

Additional Course						
Div Used X=both	Title	Grade	Div I Units	Div II Units	Div I Quality Points	Div II Quality Points
X	GEOMETRY/H	D	0.5	0.5	1.0	1.0
X	GERMAN 1	A	0.5	0.5	2.0	2.0
X	GERMAN 1	A	0.5	0.5	2.0	2.0
X	GERMAN 2	B	0.5	0.5	1.5	1.5
X	GERMAN 2	B	0.5	0.5	1.5	1.5
X	WORLD STUDIES 2	B	0.5	0.5	1.5	1.5
		Total	3.00	3.00	9.50	9.50

Academic Eligibility			
Division I			
Acad. Certification	Units	Quality Points	GPA
Final Qualifier	14.0	52.00	3.714

Division II			
Acad. Certification	Units	Quality Points	GPA
Final Qualifier	14.0	52.00	3.714

ACT/SAT Test Scores

ACT Test Scores

Date	Type	O/U	Eng	Math	Read	Sci	Comp.	NCAA Sum
0310	S	O	23 X	29 X	29 X	21 X	26	102

SAT Test Scores

Date	Type	O/U	verb	Math	Comp.	NCAA Comp.

No SAT Scores Available

Eligibility Descriptions

None

Student's Current High School Information

High School Code	233205
High School Name	rockford senior high school
Status	U
Address	4100 kroes st ne rockford MI - 49341
Contact No.	616-863-6033
Core Course Update Date	10-May-11

Spring 2011

March 23, 2011

The University of Toledo
Student Athletic Academic Services
Student Athlete Academic Progress Report

Student: Dear, DeLino

ID: R00923905

Sport: Mens Basketball

4/14/11

Course: ASTR1010
Survey of Astronomy
College of Arts and Sciences

Section: 003

Instructor: Nero, David

Team Academic Coordinator: Scales, Drew

Student Athletic Academic Services has been given the mission to track and monitor the academic progress of student-athletes Athletic Academic Coordinators use information from this report for academic counseling as well as to determine its influence on the student's eligibility to continue participation in intercollegiate sports This information does not conflict with FERPA regulations since it is used only for internal purposes.

We appreciate your assistance and welcome any comments or concerns you may have with regard to any student-athletes enrolled in your course(s) Please feel free to call our office with any questions Drew Scales @ 530 -3540

Attendance		Class Participation		Current Grade			
	Zero		Excellent		A		
X	1 - 2 Absences		Good	X	B		
	3 -5 Absences	X	Occasionally		C		
	6 or More Absences		Never		D		Withdrew
	Not Taken		Not Applicable		F		Can Not Evaluate

Please Indicate Grades in the Following Areas:

Quizzes		*Tests / Midterms*		*Papers / Projects*	
Score	Total Possible	Score	Total Possible	Score	Total Possible

Additional Comments:

Signature:

Date:

Telephone:

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Fall 2011 11/22/11

The University of Toledo
Student Athletic Academic Services
Student Athlete Academic Progress Report

November 07, 2011

Student: Pearson, Rian **ID:** R00922032 **Sport:** Mens Basketball

Course: BMGT2110
Managing in a Global Economy
College of Business Admin

Section: 001 **Instructor:** Greiner, Douglas

Team Academic Coordinator: Irmen, Susan E.

Student Athletic Academic Services has been given the mission to track and monitor the academic progress of student-athletes. Athletic Academic Coordinators use information from this report for academic counseling as well as to determine its influence on the student's eligibility to continue participation in intercollegiate sports. **This information does not conflict with FERPA regulations since it is used only for internal purposes.**

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Attendance		Class Participation		Current Grade			
	Zero		Excellent		A		
	1 - 2 Absences		Good		B		
	3 -5 Absences	X	Occasionally		C		
	6 or More Absences		Never	X	D		Withdrew
	Not Taken		Not Applicable		F		Can Not Evaluate

Please Indicate Grades in the Following Areas:

Quizzes		*Tests / Midterms*		*Papers / Projects*	
Score	**Total Possible**	**Score**	**Total Possible**	**Score**	**Total Possible**

Additional Comments:

Signature: [illegible] **Date:** 11/11/11 **Telephone:** 3 [illegible]

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Fall 2011

The University of Toledo
Student Athletic Academic Services
Student Athlete Academic Progress Report

November 07, 2011

11/23

Student: Pearson, Rian **ID:** R00922032 **Sport:** Mens Basketball

Course: BUAD3030
Managerial and Behavioral Proc
College of Business Admin

Section: 006 **Instructor:** Williams, Laura

Team Academic Coordinator: Irmen, Susan E.

Student Athletic Academic Services has been given the mission to track and monitor the academic progress of student-athletes. Athletic Academic Coordinators use information from this report for academic counseling as well as to determine its influence on the student's eligibility to continue participation in intercollegiate sports. **This information does not conflict with FERPA regulations since it is used only for internal purposes.**

We appreciate your assistance and welcome any comments or concerns you may have with regard to any student-athletes enrolled in your course(s). Please feel free to call our office with any questions: Drew Scales @ 530 -3540.

Attendance		Class Participation		Current Grade			
X	Zero	X	Excellent		A		
	1 - 2 Absences		Good	X	B		
	3 -5 Absences		Occasionally		C		
	6 or More Absences		Never		D		Withdrew
	Not Taken		Not Applicable		F		Can Not Evaluate

Please Indicate Grades in the Following Areas:

Quizzes		*Tests / Midterms*		*Papers / Projects*	
Score	**Total Possible**	**Score**	**Total Possible**	**Score**	**Total Possible**

Additional Comments:

[illegible] Unprepared [illegible]

[illegible]

Signature: **Date:** **Telephone:**

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Fall 2011

The University of Toledo
Student Athletic Academic Services
Student Athlete Academic Progress Report

November 07, 2011

11-14-11

Student: Pearson, Rian **ID:** R00922032 **Sport:** Mens Basketball

Course: RCRT4010 **Section:** 902 **Instructor:** Kucharewski, Ruth
Planning & Promotion of Sport
Coll of Hlth Sci and Hum Serv

Team Academic Coordinator: Irmen, Susan E.

Student Athletic Academic Services has been given the mission to track and monitor the academic progress of student-athletes. Athletic Academic Coordinators use information from this report for academic counseling as well as to determine its influence on the student's eligibility to continue participation in intercollegiate sports. **This information does not conflict with FERPA regulations since it is used only for internal purposes.**

We appreciate your assistance and welcome any comments or concerns you may have with regard to any student-athletes enrolled in your course(s). Please feel free to call our office with any questions: Drew Scales @ 530 -3540.

Attendance		Class Participation		Current Grade			
_____	Zero	_____	Excellent	_____	A		
_____	1 - 2 Absences	_____	Good	_____	B		
_____	3 -5 Absences	_____	Occasionally	_____	C		
_____	6 or More Absences	_____	Never	_____	D	_____	Withdrew
_____	Not Taken	_____	Not Applicable	_____	F	_____	Can Not Evaluate

Please Indicate Grades in the Following Areas:

Quizzes		*Tests / Midterms*		*Papers / Projects*	
Score	**Total Possible**	**Score**	**Total Possible**	**Score**	**Total Possible**

Additional Comments: 131 pts. Very engaged.

Signature: [signature] **Date:** 11/14/11 **Telephone:**

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View Student Schedule

R00002953 Susan E. Irmen
Spring 2012

Information for Rian L. Pearson

Current Schedule

Total Credit Hours: 12.000

The Legal And Ethical Environment Of Business - BUAD 3470 - 005

Associated Term:	Spring 2012
CRN:	14340
Status:	**Web Registered** on Jan 11, 2012
Assigned Instructor:	Norman G. Spohler
Grade Mode:	Standard Letter
Credits:	3.000
Level:	Undergraduate
Campus:	University of Toledo

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	12:30 pm - 1:45 pm	TR	Stranahan Hall South 0114	Jan 09, 2012 - May 04, 2012	Recitation	Norman G. Spohler (P)

- ext. 2889 ST 2018

Juvenile Justice - CRIM 2250 - 002

Associated Term:	Spring 2012
CRN:	12080
Status:	**Web Registered** on Oct 26, 2011
Assigned Instructor:	John H. Shuba
Grade Mode:	Standard Letter
Credits:	3.000
Level:	Undergraduate
Campus:	University of Toledo

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	2:00 pm - 3:15 pm	MW	Health Sci and Human Services 1500	Jan 09, 2012 - May 04, 2012	Lecture	John H. Shuba (P)

ext. 2185 HH 3018

Business Ethics - PHIL 3120 - 901

Associated Term:	Spring 2012
CRN:	11119
Status:	**Web Registered** on Oct 26, 2011
Assigned Instructor:	Csaba Nyiri
Grade Mode:	Standard Letter
Credits:	3.000
Level:	Undergraduate
Campus:	University of Toledo

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	TBA		Off Campus Location DL ONLINE	Jan 09, 2012 - May 04, 2012	Distance Learning	Csaba Nyiri (P)

x4520 SH 2015

Community Event Planning - RCRT 4000 - 901

Associated Term:	Spring 2012
CRN:	23881
Status:	**Web Registered** on Oct 26, 2011
Assigned Instructor:	Julie R. Lengfelder
Grade Mode:	Standard Letter
Credits:	3.000
Level:	Undergraduate
Campus:	University of Toledo

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	TBA		Off Campus Location DL ONLINE	Jan 09, 2012 - May 04, 2012	Distance Learning	Julie R. Lengfelder (P)

-X2173
HH
1028

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RELEASE: 8.3

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View Student Schedule

R00002953 Susan E. Irmen
Fall 2011

Information for Rian L. Pearson

Current Schedule

Total Credit Hours: 13.000

Managing In A Global Economy - BMGT 2110 - 001

Associated Term:	Fall 2011
CRN:	40459
Status:	**Web Registered** on Aug 16, 2011
Assigned Instructor:	Douglas Greiner
Grade Mode:	Standard Letter
Credits:	3.000
Level:	Undergraduate
Campus:	University of Toledo

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	12:30 pm - 1:45 pm	MW	Stranahan Hall South 0118	Aug 22, 2011 - Dec 16, 2011	Recitation	Douglas Greiner (P)

ext. 3359
UH 6060

Managerial And Behavioral Processes In Organizations - BUAD 3030 - 006

Associated Term:	Fall 2011
CRN:	40125
Status:	**Web Registered** on Aug 22, 2011
Assigned Instructor:	Laura A. Williams
Grade Mode:	Standard Letter
Credits:	3.000
Level:	Undergraduate
Campus:	University of Toledo

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	12:30 pm - 1:45 pm	TR	Stranahan Hall South 0111	Aug 22, 2011 - Dec 16, 2011	Recitation	Laura A. Williams (P)

ext. 2320
SH 2015

Elementary Algebra II - MATH 0950 - 024

Associated Term:	Fall 2011
CRN:	46483
Status:	**Web Registered** on Aug 16, 2011
Assigned Instructor:	Mark A. Shumaker
Grade Mode:	Grade/No Credit-No GPA Effect
Credits:	4.000
Level:	Undergraduate
Campus:	University of Toledo

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	5:30 pm - 7:10 pm	TR	Snyder Memorial 2160	Aug 22, 2011 - Dec 16, 2011	Lecture	Mark A. Shumaker (P)

no number listed
Math dept.
2232

Planning & Promotion of Sport - RCRT 4010 - 902

Associated Term:	Fall 2011
CRN:	53123
Status:	**Web Registered** on Mar 23, 2011
Assigned Instructor:	Ruth Kucharewski
Grade Mode:	Standard Letter
Credits:	3.000
Level:	Undergraduate
Campus:	University of Toledo

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	TBA		Off Campus Location DL ONLINE	Aug 22, 2011 - Dec 16, 2011	Distance Learning	Ruth Kucharewski (P)

ext. 2762
HH 1004

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RELEASE: 8.3

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View Student Schedule

R00002953 Susan E. Irmen
Summer 2011

Information for Rian L. Pearson

Current Schedule

Total Credit Hours: 6.000

I started with mens Basketball on July 21st 2011

Personal Health - HEAL 2500 - 921

Associated Term:	Summer 2011
CRN:	30721
Status:	**Web Registered** on Apr 06, 2011
Assigned Instructor:	Amy J. Thompson
Grade Mode:	Standard Letter
Credits:	3.000
Level:	Undergraduate
Campus:	University of Toledo

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	TBA		Off Campus Location DL ONLINE	Jun 27, 2011 - Aug 05, 2011	Distance Learning	Amy J. Thompson (P)

ext. 4171
HH 1010

Drug Awareness - HEAL 3300 - 922

Associated Term:	Summer 2011
CRN:	36228
Status:	**Registered** on Jun 29, 2011
Assigned Instructor:	Tavis J. Glassman
Grade Mode:	Standard Letter
Credits:	3.000
Level:	Undergraduate
Campus:	University of Toledo

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	TBA		Off Campus Location DL ONLINE	Jun 27, 2011 - Aug 05, 2011	Distance Learning	Tavis J. Glassman (P)

ext. 2770
HH 1006

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RELEASE: 8.3

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View Student Schedule

R00002953 Susan E. Irmen
Spring 2011

Information for Rian L. Pearson

Current Schedule

Total Credit Hours: 16.000

Managing Diversity In The Workplace - BMGT 2700 - 002

Associated Term:	Spring 2011
CRN:	15227
Status:	**Web Registered** on Oct 06, 2010
Assigned Instructor:	William Goree
Grade Mode:	Standard Letter
Credits:	3.000
Level:	Undergraduate
Campus:	University of Toledo

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	3:30 pm - 4:45 pm	MW	Palmer Hall 3190	Jan 10, 2011 - May 06, 2011	Recitation	William Goree (P)

Criminal Investigation II - CRIM 3290 - 002

Associated Term:	Spring 2011
CRN:	22440
Status:	**Registered** on Jan 13, 2011
Assigned Instructor:	Andrew M. Dler
Grade Mode:	Standard Letter
Credits:	3.000
Level:	Undergraduate
Campus:	University of Toledo

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	5:30 pm - 8:00 pm	W	Health Sci and Human Services 2302	Jan 10, 2011 - May 06, 2011	Lecture	Andrew M. Dler (P)

College Composition II: Language And Identity - ENGL 1150 - 015

Associated Term:	Spring 2011
CRN:	10526
Status:	**Web Registered** on Oct 06, 2010
Assigned Instructor:	Rosemary E. Johnson-Kurek
Grade Mode:	Standard Letter
Credits:	3.000
Level:	Undergraduate
Campus:	University of Toledo

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	3:30 pm - 4:45 pm	TR	Memorial Field House 1210	Jan 10, 2011 - May 06, 2011	Lecture	

						Rosemary E. Johnson-Kurek (P)

Elementary Algebra I - MATH 0910 - 005

Associated Term:	Spring 2011
CRN:	10577
Status:	**Web Registered** on Oct 06, 2010
Assigned Instructor:	Munir Simon
Grade Mode:	Grade/No Credit-No GPA Effect
Credits:	4.000
Level:	Undergraduate
Campus:	University of Toledo

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	1:00 pm - 1:50 pm	MTRF	University Hall 5260	Jan 10, 2011 - May 06, 2011	Lecture	Munir Simon (P)

Independent Study In Recreation And Leisure Studies - Intro to Hospitality Management - RCRT 4990 - 903

Associated Term:	Spring 2011
CRN:	18878
Status:	**Web Registered** on Jan 07, 2011
Assigned Instructor:	Julie R. Lengfelder
Grade Mode:	Standard Letter
Credits:	3.000
Level:	Undergraduate
Campus:	University of Toledo

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	TBA		Off Campus Location DL ONLINE	Jan 10, 2011 - May 06, 2011	Distance Learning	Julie R. Lengfelder (P)

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View Student Schedule

R00002953 Susan E. Irmen
Fall 2010

Information for Rian L. Pearson

Current Schedule

Total Credit Hours: 15.000

Business Principles - BMGT 1010 - 001

Associated Term:	Fall 2010
CRN:	40442
Status:	**Web Registered** on Aug 04, 2010
Assigned Instructor:	Douglas Greiner
Grade Mode:	Standard Letter
Credits:	3.000
Level:	Undergraduate
Campus:	University of Toledo

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	11:00 am - 12:15 pm	MW	Stranahan Hall 0129	Aug 23, 2010 - Dec 17, 2010	Recitation	Douglas Greiner (P)

Group Communication - COMM 3810 - 003

Associated Term:	Fall 2010
CRN:	43336
Status:	**Web Registered** on Aug 04, 2010
Assigned Instructor:	Eleanor Dombrowski
Grade Mode:	Standard Letter
Credits:	3.000
Level:	Undergraduate
Campus:	University of Toledo

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	5:30 pm - 8:00 pm	T	Memorial Field House 2240	Aug 23, 2010 - Dec 17, 2010	Lecture	Eleanor Dombrowski (P)

Criminal Investigation I - CRIM 2210 - 002

Associated Term:	Fall 2010
CRN:	42510
Status:	**Web Registered** on Aug 25, 2010
Assigned Instructor:	Andrew M. Dier
Grade Mode:	Standard Letter
Credits:	3.000
Level:	Undergraduate
Campus:	University of Toledo

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	5:30 pm - 8:00 pm	R	Health Sci and Human Services 2303	Aug 23, 2010 - Dec 17, 2010	Recitation	Andrew M. Dier (P)

Associated Term:	Fall 2010
CRN:	52487
Status:	**Web Registered** on Aug 23, 2010
Assigned Instructor:	Sandra J. Grady , Barbara J. Schneider
Grade Mode:	Grade/No Credit
Credits:	5.000
Level:	Undergraduate
Campus:	University of Toledo

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	8:00 am - 9:40 am	TR	Memorial Field House 2680	Aug 23, 2010 - Dec 17, 2010	Lecture	Sandra J. Grady (P) , Barbara J. Schneider
Class	9:00 am - 9:50 am	F	Memorial Field House 2680	Aug 23, 2010 - Dec 17, 2010	Recitation	Sandra J. Grady (P) , Barbara J. Schneider

Personal Conditioning - RCA 1010 - 010

Associated Term:	Fall 2010
CRN:	44170
Status:	**Web Registered** on Aug 24, 2010
Assigned Instructor:	Sheryl A. Golding , Bruce W. Groves
Grade Mode:	Pass/No Credit
Credits:	1.000
Level:	Undergraduate
Campus:	University of Toledo

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	10:00 am - 10:50 am	MW	Health Education Center 1000C	Aug 23, 2010 - Dec 17, 2010	Lab	Sheryl A. Golding (P) , Bruce W. Groves

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View Student Schedule

R00002953 Susan E. Irmen
Summer 2010

Information for Rian L. Pearson

Current Schedule

Total Credit Hours: 3.000

Principles Of Psychology - PSY 1010 - 021

Associated Term:	Summer 2010
CRN:	31943
Status:	**Web Registered** on Jun 23, 2010
Assigned Instructor:	Estate of, Alice Skeens
Grade Mode:	Standard Letter
Credits:	3.000
Level:	Undergraduate
Campus:	University of Toledo

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	8:00 am - 9:40 am	MTWR	Rocket Hall 1520	Jun 28, 2010 - Aug 06, 2010	Lecture	Estate of, Alice Skeens (P)

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Student Academic Transcript

R00001154 Brian W. Lutz
Oct 11, 2011 02:36 pm

This is not an official transcript. Courses which are in progress may also be included on this transcript.

Information for Mouhamed M. Lo

Institution Credit Transcript Totals

Transcript Data
STUDENT INFORMATION

Name :	Mouhamed M. Lo
Birth Date:	07/19/1988
Student Type:	Continuing

Curriculum Information

Current Program

Bachelor of Arts	
College:	Adult and Lifelong Learning
Major:	IDVP Interdisciplinary Studies

***Transcript type:Unofficial Transcript is NOT Official ***

DEGREES SOUGHT OR AWARDED

Sought: Bachelor of Arts **Degree Date:**

Curriculum Information

Primary Degree

Program:	BA In Individualized Programs
College:	University College
Major:	IDVP Interdisciplinary Studies

Awarded: Bachelor of Arts **Degree Date:** Aug 05, 2011

Curriculum Information

Primary Degree

Program:	BA in Individualized Programs
College:	Adult and Lifelong Learning
Major:	IDVP Interdisciplinary Studies

INSTITUTION CREDIT -Top-

Summer 2007

College:	University College
Major:	Undecided - QUST
Student Type:	New First Time

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
PSY	1010	UG	Principles Of Psychology	C	3.000	6.000	
SKLS	1150	UG	College Study Strat and Orient ' College Study Sss-Athletics	A	3.000	12.000	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	6.000	6 000	6.000	6.000	18.000	3.000
Cumulative:	6.000	6.000	6.000	6.000	18.000	3.000

Unofficial Transcript

Fall 2007

College: University College
Major: Undecided - QUST
Student Type: Continuing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
GEPL	1010	UG	Human Geography	F	3.000	0.000	
MUS	2220	UG	History Of Jazz	A	3.000	12.000	
RCA	1020	UG	Aquatic Activity , Swimming - Beginning	A-	2.000	7.340	
REL	2000	UG	Intro To Religion	C-	3.000	5.010	
THR	1010	UG	Creative Process	C-	3.000	5.010	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	14 000	11.000	11.000	14.000	29.360	2.097
Cumulative:	20.000	17.000	17.000	20.000	47.360	2 368

Unofficial Transcript

Spring 2008

College: University College
Major: Undecided - QUST
Student Type: Continuing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
ANTH	2800	UG	Cultural Anthropology	D	3.000	3.000	
MATH	1180	UG	Math For Liberal Arts	W	3.000	0.000	
RCA	1010	UG	Sports and Physical Activity : Judo - Beginning	PS	1 000	0.000	
RCA	1010	UG	Sports and Physical Activity : Outdoor Photo - Beginning	PS	1 000	0.000	
RCRT	1300	UG	Intro To Recreatn And Leisure	D	3.000	3.000	
SKLS	0990	UG	Academic Writing	*C+	4 000	0.000	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	15.000	12.000	12.000	6.000	6.000	1.000
Cumulative:	35 000	29.000	29 000	26.000	53.360	2.052

Unofficial Transcript

Summer 2008

College: University College
Major: Undecided - QUST
Student Type: Continuing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
ANTH	2900	UG	African American Culture	C+	3 000	6.990	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	3.000	3.000	3.000	3.000	6.990	2.330
Cumulative:	38.000	32.000	32.000	29.000	60.350	2.081

Unofficial Transcript

Fall 2008

College: University College
Major: Undecided - QUST
Student Type: Continuing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
ENGL	1100	UG	Composition I with Workshop	C	5.000	10 000	
RCRT	2300	UG	Rec Leadership and Group Dyn	B	3.000	9.000	
THR	1100	UG	Introduction to Theatre	B-	3 000	8.010	
UC	1120	UG	Career and Self-Evaluatn-QUEST	B	2.000	6 000	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	13.000	13.000	13.000	13.000	33.010	2.539
Cumulative:	51.000	45.000	45.000	42 000	93.360	2 223

Unofficial Transcript

Spring 2009

College: University College
Major: Undecided - QUST
Student Type: Continuing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
BMGT	1010	UG	Business Principles	B	3.000	9.000	
BMGT	1500	UG	Workplace Comm and Presentatns	W	3.000	0.000	
EEES	1130	UG	Down to Earth: Envrnmt Science	D-	3.000	2 010	
ENGL	2960	UG	Organiz Report Writing	A-	3.000	11.010	
HEAL	2700	UG	Community Health	C	3.000	6.000	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	15.000	12.000	12.000	12.000	28.020	2.335
Cumulative:	66.000	57.000	57.000	54 000	121.380	2.248

Unofficial Transcript

Summer 2009

College: University College
Major: Undecided - QUST
Student Type: Continuing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
BUAD	1020	UG	Micro-Computer Applications	A-	3.000	11.010	
HEAL	3800	UG	Death and Dying	B+	3.000	9 990	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	6.000	6.000	6.000	6.000	21.000	3.500
Cumulative:	72.000	63.000	63.000	60 000	142.380	2.373

Unofficial Transcript

Fall 2009

College: University College
Major: IDVP Interdisciplinary Studies
Student Type: Continuing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
BMGT	2110	UG	Managing In a Global Economy	C	3.000	6.000	
BUAD	3010	UG	Principles of Marketing	B	3 000	9.000	
COMM	3810	UG	Group Communication	B-	3.000	8 010	
HEAL	2500	UG	Personal Health	C-	3.000	5 010	
UC	4980	UG	Dating/Single:Historical Persp	B	3.000	9.000	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	15.000	15.000	15.000	15.000	37.020	2.468
Cumulative:	87.000	78.000	78.000	75.000	179.400	2.392

Unofficial Transcript

Spring 2010

College: University College
Major: IDVP Interdisciplinary Studies
Student Type: Continuing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
BIOL	1140	UG	Biology of Human Consc	C+	3.000	6.990	
BUAD	3470	UG	Legal and Ethical Envrnmnt Bus	B-	3.000	8.010	
ENGL	2720	UG	Reading Drama	A	3 000	12.000	
HEAL	3300	UG	Drug Awareness	C	3.000	6.000	
PHIL	3120	UG	Business Ethics	W	3.000	0.000	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	15.000	12.000	12.000	12.000	33.000	2.750
Cumulative:	102 000	90 000	90 000	87.000	212.400	2.441

Unofficial Transcript

Summer 2010

College: University College
Major: IDVP Interdisciplinary Studies
Student Type: Continuing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
BUAD	3030	UG	Managerial and Behavioral Proc	B	3.000	9.000	
PSC	1200	UG	American National Government	C	3.000	6.000	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	6.000	6.000	6.000	6.000	15.000	2.500
Cumulative:	108 000	96.000	96.000	93 000	227.400	2 445

Unofficial Transcript

Fall 2010

College: University College
Major: IDVP Interdisciplinary Studies
Student Type: Continuing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
ALS	3050	UG	Sport and Business	B	4.000	12.000	
BLAW	3570	UG	Laws of Struct and Oper Bus	D+	3 000	3.990	
COMM	3840	UG	Interpersonal Comm	B	4.000	12.000	
HEAL	3700	UG	Found of Human Sexuality	B+	3.000	9.990	
PHIL	3760	UG	Crime and Punishment	B-	3.000	8.010	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	17.000	17.000	17.000	17.000	45.990	2.705
Cumulative:	125.000	113.000	113.000	110.000	273.390	2.485

Unofficial Transcript

Spring 2011

College: University College
Major: IDVP Interdisciplinary Studies
Student Type: Continuing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
CMPT	1530	UG	Beginning Adobe Photoshop	B	3.000	9.000	
COMM	3890	UG	Reducing Workplace Conflict	D-	3.000	2.010	
MATH	1180	UG	Math for Liberal Arts	F	3.000	0.000	
UC	4940	UG	Internships	A	8.000	32 000	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	17 000	14.000	14.000	17.000	43.010	2.530
Cumulative:	142.000	127.000	127.000	127.000	316.400	2.491

Unofficial Transcript

Summer 2011

College: Adult and Lifelong Learning
Major: IDVP Interdisciplinary Studies
Student Type: Continuing
Last Academic Standing: Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
MATH	1180	UG	Math for Liberal Arts	C	3 000	6.000	

Term Totals (Undergraduate)

Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA

Current Term:	3.000	3 000	3.000	3.000	6.000	2.000
Cumulative:	145.000	130.000	130.000	130.000	322.400	2.480

Unofficial
Transcript

TRANSCRIPT TOTALS (UNDERGRADUATE) -Top-

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Total Institution:	145.000	130.000	130 000	130.000	322.400	2.480
Total Transfer:	0 000	0.000	0 000	0.000	0.000	0 000
Overall:	145.000	130.000	130.000	130.000	322.400	2.480

Unofficial
Transcript

RELEASE: 8.1

A00327433

APPLICATION FOR ADMISSION

Application for term beginning:SU2008

Section 1: Personal History

1. Name *(last, first middle)*:Albrecht, Stephen Tyler
Other Names Used:,
3. Permanent Address:406 Scott Street
Apartment number:
County:OH085|Lake
E-mail Address:tammy813@sbcglobal.net
Family e-mail address:tammy813@sbcglobal.net
4. Date of Birth:08/15/1989
6. U.S. citizen:Yes
Perm. resident/green card:
7. Ethnic Background:Caucasian/White
8. Emergency Contact:Albrecht, Tammy
Address:406 Scott Street
Apartment number:

Parent 1 Information
Parent 1 Name:Albrecht, Chuck
Street:406 Scott Street
City:Crown Point
Zip code:46307

Parent 2 Information
Parent 2 Name:Albrecht, Tammy
Street:406 Scott Street
City:Crown Point
Zip code:46307

Preferred First Name:
2. Social Security Number:313-06-2034
City, State, Zip:Crown Point, INDIANA 46307
Perm. country:
Perm. Phone:(219) 661-0536
Cell phone:(219) 718-8815
5. Gender:Male
Country of citizenship:
Perm. Resident #:
Hispanic/Latino:No
Legacy:No
Emerg. Contact Phone:(219) 661-0536
City, State, Zip:Crown Point, Indiana 46307

Relationship:father
Apartment:
U.S. state/territory:INDIANA
Telephone:(219) 661-0536

Relationship:mother
Apartment:
U.S. state/territory:INDIANA
Telephone:(219) 661-0536

Section 2: Residency History

9. Dates you have lived in Ohio:
From:to
10. Previous state of residency:
Previous country of residency:
11. Dates in Monroe County, MI:
From:to
12. Are you employed?No
Employer's name:
Employer's street:
Suite number:
Part / Full time?
Employer's telephone:
Employer reimburses tuition?
Employer's City, State, Zip:,

PAID MAY 28 2008

Social Security number: 313-06-2034 Student name: Albrecht, Stephen Tyler

Section 3: Intended Program of Study

13, 14. Intended Major and College: AS-PDEN-BS|Predental (AS) Please select a major:

Section 4: Educational History

15. High School: CROWN POINT HIGH SCHOOL / 150685 City, State: CROWN POINT, INDIANA

Graduation Date: 06/2008 Do you have a GED? No

If yes, GED date:

16. High School Courses

First Semester 1: Economics

2: Other (not on list)

3: Calculus

4: Physics

5: Sociology

6: English

7:

8:

Second Semester 1: Government

2: Other (not on list)

3: Calculus

4: Physics

5: Other (not on list)

6: English

7:

8:

17. Educational goals: Four-year (bachelor's) degree

Disciplinary Suspension? NO

18. Post Secondary? Yes

Academic Suspension? No

19. List any colleges\universities attended

College/University 1: /
City/State: ,
Dates of Attendance: to
Degree Earned:

College/University 2: /
City/State: ,
Dates of Attendance: to
Degree Earned:

College/University 3: /
City/State: ,
Date Attended: to
Degree Earned:

College/University 4: /
City/State: ,
Date Attended: to
Degree Earned:

College/University 5: /
City/State: ,
Dates of Attendance: to
Degree Earned:
Quarter Hours:

College/University 6: /
City/State: ,
Dates of Attendance: to
Degree Earned:
Semester Hours:

Section 5: Additional Information

Will you apply for university housing? Yes

Veteran of U.S. military? No

Father Ed Level: Bachelor's or beyond

Mother Ed Level: High school/GED

Honors Interest: No

Have you ever applied to UT? No

If yes, to what program?

I have read and understand the provisions of admission without official credentials as outlined above and agree to these provisions. N

I certify that the information contained in this application is complete, accurate, and true. I understand that any misrepresentation of facts on this application could be cause for refusal for admission, refusal to apply reported transfer work toward degree requirements, revocation of financial aid, or dismissal from the university if discovered after I enroll.

Student Name: Stephen Tyler Albrecht Social Security number: 313-06-2034

Application Date Submitted: 05/27/2008 14:36

R 00327 433

UNIVERSITY OF TOLEDO
APPLICATION AGREEMENT STATEMENT

Congratulations, your application to The University of Toledo was successfully submitted.

Please print two copies of this page now (use your browser's print function). Keep one for your records and return the other (signed and dated) with your transcripts to:

Send your transcripts to:

University of Toledo
Office of Undergraduate Admission
Mail Stop 306
Toledo, OH 43606-3390

Toll-free telephone: 800.6TOLEDO
Telephone: 419.530.8700
Website: www.utoledo.edu
E-mail: enroll@utoledo.edu

Remember to complete the admission requirements as specified in the introduction.

Applicant name:	Stephen Tyler Albrecht
Application:	University of Toledo
Social Security number:	313-06-2034
Application term:	Summer (May) 2008
Mailing address phone:	
Permanent address phone:	(219) 661-0536
E-mail address:	tammy813@sbcglobal.net
Confirmation number:	2378-SU2008-1-05272008-13638434-10849118
Date submitted:	5/27/2008 2:36:00 PM

I certify that the information in this application is complete, accurate, and true. I understand that any misrepresentation of facts on this application could be cause for refusal of admission, revocation of financial aid, or dismissal from the University if discovered after I enroll.

Signature of applicant

5/28/08
Date

— INTERNATIONAL APPLICANTS ONLY —

Sponsor's statement: I hereby certify that I am prepared to assume financial responsibility for the applicant's expenses while he/she is a student at The University of Toledo.

Signature of sponsor

Date

The University of Toledo is committed to a policy of equal opportunity in education, employment, membership, and contracts, and no differentiation will be made based on race, color, religion, sex, age, national origin, sexual orientation, veteran status, or the presence of a disability. The university will take affirmative action as required by federal or state law.

RETURN TO: University of Toledo
Times and dates on this page are based on Eastern time.

RETURN TO: Application Manager | Log Off

The University of Toledo
Application Coversheet

Name: Albrecht, Stephen T.

Admit Type: Unknown NW

Applied Term: 200830

Residency Desc: Undeclared NON-RES

Credentials Needed:

Applied Date: 05/28/2008

Rocket ID: R00327433

Student Type: Undclared H

Housing:

Communication Type:

- [ ] ADM_DECISION_AO — AOAO (Applied one program but accepted to another)
- [ ] ADM_DEC_PHCONT — PHM Contingent
- [ ] ADM_DEC_PSEOP — PSEOP
- [ ] ADM_DEC_REJECT — Reject
- [ ] ADM_DEC_TRIAL — One-Semester (Transfers offered one-semester trial admission)
- [ ] ADM_DEC_ODC — ODC
- [ ] ADM_DEC_UPL — UPL
- [ ] ADM_DEC_ALI — ALI
- [ ] ADM_DEC_INTL — INTL

PC 6/2/08
HST & TEST SCORES

Run Dt: 10-07-08

Crown Point High School
1500 S. Main Street
Crown Point, IN 46307
219-663-4885

H.S.: 150-685
Grad: 06-09-08

R00327433

7080003 Albrecht, Stephen Tyler
406 Scott St
Crown Point IN 46307

Principal: Dr. Eric Ban

Par/Guard: Albrecht, Chuck/Tammy
Telephone: 219-661-0536 STN: B83502017
Birthdate: 08-15-89 Cnsl: WOLSKI
Soc Sec #: 313-06-2034 Sex: M

COURSE TITLE	CRED	GR-S	FG
Eng 9R	1.00	09-1	A
Eng 9R	1.00	09-2	A
Eng 10 R	1.00	10-1	A-
Eng 10 R	1.00	10-2	A
A.Lit/Comp	1.00	11-1	A
A.Lit/Comp	1.00	11-2	A
World Lit	1.00	12-1	A
World Lit	1.00	12-2	A
* Dept - English	8.00	*TOT	
2D Art	1.00	09-1	A
2D Art	1.00	09-2	A
Ceramics I	1.00	12-1	A
CeramicsII	1.00	12-2	A
* Dept - Art	4.00	*TOT	
Geom, Hon	1.00	09-1	A
Geom, Hon	1.00	09-2	A
Alg II Hon	1.00	10-1	A-
Alg II Hon	1.00	10-2	B+
PreCal-Hon	1.00	11-1	A
PreCal-Hon	1.00	11-2	A
APCalculus	1.00	12-1	A
APCalculus	1.00	12-2	A
* Dept - Math	8.00	*TOT	
Biology I	1.00	09-1	A
Biology I	1.00	09-2	A
ChemistryI	1.00	10-1	A-
ChemistryI	1.00	10-2	A
AP Chem	1.00	11-1	A-
AP Chem	1.00	11-2	B+
Physics I	1.00	12-1	A
Physics I	1.00	12-2	A
* Dept - Science	8.00	*TOT	
Mod W.Hist	1.00	09-1	A
Mod W.Hist	1.00	09-2	A
US Hist	1.00	11-1	A+
US Hist	1.00	11-2	A
Economics	1.00	12-1	A+
Sociology	1.00	12-1	A
Government	1.00	12-2	A
* Dept - S. Studies	7.00	*TOT	
Span. 1	1.00	09-1	A+
Span. 1	1.00	09-2	A
Span. 2	1.00	10-1	A
Span. 2	1.00	10-2	A
Span. 3	1.00	11-1	A
Span. 3	1.00	11-2	A
* Dept - For. Lang.	6.00	*TOT	
P E SS	1.00	08-3	A
Health	1.00	10-1	A
BBOfficial	1.00	11-1	A
BBOfficial	1.00	12-2	A
* Dept - P.E./Hlth	4.00	*TOT	
Busi Found	1.00	10-1	A
Busi Found	1.00	10-2	A
Micr Offic	1.00	10-2	A
* Dept - Business	3.00	*TOT	
Beg Foods	1.00	11-2	A
* Dept - Fam/ConSCI	1.00	*TOT	

03/04-3 Cum Credit= 1.00	GPA= 4.0000.			Abs= 0.00
04/05-1 Cum Credit= 7.00	GPA= 4.0000.	Ranked	1 of 544.	Abs= 0.50
04/05-2 Cum Credit= 13.00	GPA= 4.0000.	Ranked	1 of 531.	Abs= 3.00
05/06-1 Cum Credit= 19.00	GPA= 4.0000.	Ranked	2 of 503.	Abs= 0.50
05/06-2 Cum Credit= 25.00	GPA= 3.9600.	Ranked	13 of 498.	Abs= 2.50
05/06-3 Cum Credit= 25.00	GPA= 3.9600.			Abs= 0.00
06/07-1 Cum Credit= 31.00	GPA= 4.0000.	Ranked	12 of 512.	Abs= 0.00
06/07-2 Cum Credit= 37.00	GPA= 4.0000.	Ranked	19 of 506.	Abs= 4.00
06/07-3 Cum Credit= 37.00	GPA= 4.0000.	Ranked	18 of 496.	Abs= 0.00
07/08-1 Cum Credit= 43.00	GPA= 4.0232.	Ranked	20 of 470.	Abs= 3.50
07/08-2 Cum Credit= 49.00	GPA= 4.0408.	Ranked	22 of 453.	Abs= 5.00
07/08-3 Cum Credit= 49.00	GPA= 4.0408.			Abs= 0.00
Unweighted	GPA= 3.9591.			

ENROLLMENT HISTORY

Enrolled	08/08/02	Robert A. Taft Middle School
Withdrew	06/19/04	Robert A. Taft Middle School
Enrolled	06/20/04	Crown Point High School

HONOR ROLL:	GP1	GP2	GP3	GP4	GP5	GP6
04-05 High Honor Roll	X	X	X	X	X	
04-05 Honor Roll						X
05-06 High Honor Roll		X	X	X	X	
05-06 Honor Roll	X					X
06-07 High Honor Roll	X	X	X	X	X	X
07-08 High Honor Roll	X	X	X	X	X	X

UT OFFICE OF ADMISSION
☒ OFFICIAL DOCUMENT
☐ UNOFFICIAL DOCUMENT

Rec 10/10/08

7080003 Albrecht, Stephen Tyler ** CONTINUED ** R00327433

IMMUNIZATIONS

DPT	10-17-89	12-18-89	02-14-90	02-14-91 08-21-95
Td	08-22-03			
POLIO	10-17-89	12-18-89	02-14-91	08-21-95
MEASLES	11-29-90	05-11-01		
MUMPS	11-29-90	05-11-01		
RUBELLA	11-29-90	05-11-01		
HEPATITIS B	10-09-99	09-01-00	09-09-02	
HIB	01-10-91			

VISION: 06-04-04 F OU 20/50 HEARING: 10-28-05 P

TEST	DATE	GR	Prof Engl	Prof Scie	Prof Math	Prof SocS	Prof ESMS
ISTEP	09-04	09	637		707		A P

TEST	DATE	GR	Prof Engl	Prof Scie	Prof Math	Prof SocS	Prof ESMS
ISTEP	09-05	10	622		739		A P

TEST	DATE	GR	Verb	Math	Wrtg Skll	Selc Indx
PSAT	10-05	10	51	58	48	157

TEST	DATE	GR	Eng	Math	Read	Sci Reas	Comp	Eng Writ
ACT	02-07	11	21	31	24	25	25	

TEST	DATE	GR	Chem
AP	05-07	11	3

TEST	DATE	GR	Verb	Math	Wrtg Skll	Selc Indx
PSAT	10-06	11	49	63	43	155

TEST	DATE	GR	Verb	Math	Writ	Essa	MC	CSI
SAT	11-06	11	470	610	440	6	45	

TEST	DATE	GR	Verb	Math	Writ	Essa	MC	CSI
SAT	06-07	11	470	610	440	6	45	

TEST	DATE	GR	Calc AB
AP	05-08	12	4

TEST	DATE	GR	Verb	Math	Writ	Essa	MC	CSI
SAT	10-07	12	540	630	520	8	52	

Graduation Qualifying Examination X Passed ____ Pending ____ Waived

Diploma earned: Academic Honors & Core 40 Graduation date: 06-09-08

IP= In Progress this school year

Counselor Brenda Wolski Date 10/7/08

CollegeBoard AP

R 00327433

SCHOOL GRADE REPORT

STUDENT NAME AND ADDRESS LAST	FIRST	MI	SEX	BIRTH DATE	SOCIAL SECURITY NUMBER	AP NUMBER	GRADE LEVEL WHEN LAST TESTED	EXPECTED DATE OF COLLEGE ENTRANCE	DATE OF THIS REPORT
ALBRECHT	STEPHEN		M	08/15/89	- -	23192969	12TH	FALL 08	06/27/08
406 SCOTT ST									
CROWN POINT	IN 46307-4929								

AP EXAMINATIONS GRADING SCALE:

5 = EXTREMELY WELL QUALIFIED
4 = WELL QUALIFIED
3 = QUALIFIED
2 = POSSIBLY QUALIFIED
1 = NO RECOMMENDATION

YEAR TAKEN	NAME OF EXAMINATION	GRADE	SPECIFIC COURSES EXEMPTED	CREDIT AWARDED
08	CALCULUS AB	4		
07	CHEMISTRY	3		

YEAR TAKEN	NAME OF EXAMINATION	GRADE	SPECIFIC COURSES EXEMPTED	CREDIT AWARDED

TYPE OF CREDIT
☐ Semester Hrs.
☐ Quarter Hrs.
☐ Other

SOPHOMORE STANDING
☐ Yes ☐ No

UT OFFICE OF ADMISSION
☒ OFFICIAL DOCUMENT
☐ UNOFFICIAL DOCUMENT

RECEIVED SEP 23 2008

Since the 2003-04 school year, Java has been used as the programming language for Computer Science. Prior to 2003-04, C++ was used.

College Code and Address:

School Code and Address: 150685
BRENDA WOLSKI
CROWN POINT HIGH SCHOOL
1500 S MAIN ST

CROWN POINT IN 46307

*Season (Fall = Fall, W/S = Winter/Spring, Sum = Summer, Und = Undecided) and/or year designated by student.

72114.15487.AP810F.ljg.04/03/08

TO THE SECONDARY SCHOOL OFFICIAL:

The confidentiality of student grade reports should be recognized and maintained by all individuals who have access to them.

The Advanced Placement Program®(AP®) has several awards that recognize secondary school students who have demonstrated college-level achievement through AP courses and exams. AP Scholar Award recipients and their secondary schools will be notified in the fall. After that time, all grade reports requested by these students will include their award designations. No monetary award is attached to these distinctions.

HOW TO GET FEEDBACK FROM THE COLLEGES

The student's AP Grade Report has been sent to the college official designated on the front of this form. This official is encouraged to report the college's action regarding exemption and/or credit to the student and to the secondary school principal via this form.

If you do not hear from the college by early November, and you wish to learn about its exemption and credit decisions for this student, you can make a copy of this form and send it to the person named on the front. Print your name in the space provided on the right side of this page so the college action report can be returned to you. **The College Board has no record of colleges' credit and placement actions for individual students; questions regarding reported action should be referred to the college.**

TO THE COLLEGE OFFICIAL:

The American Council on Education recommends that the following minimum college credits be awarded when an AP Exam grade of 3 or higher is achieved: 3 semester hours for AP courses equivalent to one-semester college courses; 6 semester hours for AP courses equivalent to two-semester college courses; and 8 semester hours for some of the mathematics, science, and world language courses. More information on the reliability and validity of AP grades is available online at collegeboard.com.

Please fill out the front of this form to indicate the exemption and credit granted to our former student and mail it back to my attention in care of the school address given on the front.

_____

Print Name of Secondary School Official

NOTE: Using the example below, please complete the front, and mail the form to the school addressee. Note that all student data are confidential. Space is also provided for you to make additional remarks to either the student or school officials.

EXAMPLE

NAME OF EXAMINATION	GRADE	SPECIFIC COURSES EXEMPTED	CREDIT AWARDED	TYPE OF CREDIT
UNITED STATES HISTORY	3	U.S.123-4	6	☑ Semester Hrs. ☐ Quarter Hrs. ☐ Other
BIOLOGY	1	None	0	
FRENCH LANGUAGE	4	FR 301-2	8	SOPHOMORE STANDING
ENGLISH LITERATURE	3	ENG 101-2	6	☑ Yes ☐ No

Interpretive information about this report is available online at collegeboard.com.

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72114.15487.AP8102.mh.04/22/08

The University of Toledo Application for 2005-2006

Coach Simon brought on unofficial transcript. I told him we needed official. He will get it and submit it.

Please complete both sides of this application and return it to the address listed on the back. Also include the $40 no or money order only) made payable to The University of Toledo. For accurate processing, please type or print clearly i capital letters. Use one character per box and completely fill the bubbles. Please refer to the "Filling Out Your UT App

Application for Semester Beginning O Fall O Spring ☒ Summer Year: 2005

put 05 doesn't pad before summer

Section 1: Personal History

1. Amos Jonathan
Last Name First Name Middle Name Preferred First Name

Other Last Names Used 2. Social Security Number: 333-78-0257

3. 104 Quail Run
Permanent Address Number Street Name Apartment Number

Seagoville TX 75159 Dallas
City State Zip Code County

Seagoville 4. Date of Birth 02-16-1987 5. Gender: O Female ☒ Male
Telephone Number (include area code) month day year

6. E-mail Address (if you wish to receive e-mail from UT)

7. Bdazylwgirl@aol.com
Family E-mail Address (if you wish to receive e-mail from UT)

8. Are you a U.S. citizen? ☒ Yes O No Non-U.S. citizens, please indicate: Country of Citizenship

For Non-U.S. citizens, are you a permanent resident (green card holder)? O Yes O No Permanent Resident (green card) Number

Please mail a copy (front and back) of your green card.

9. Ethnic background (Response is voluntary and will be treated as confidential. No adverse action will result if applicant does not respond.)
☒ African American O American Indian/Alaskan Native O Asian American/Pacific Islander
O Caucasian/White O Hispanic/Latino American O Other: _____

10. Preferred contact in the event of an emergency:

Amos Angel
Last Name First Name

104 Quail Run 972-287-9459
Address Telephone Number (include area code)

Seagoville TX 75159
City State Zip Code

Section 2: Residency History *(This section must be completed in order to process your application.)*

11. Most recent dates you have lived in Ohio *(choose one)* O Birth to Present O From ___/_____ to ___/_____ O Never
Month Year Month Year

12. If you have lived in Ohio less than 12 months, your previous state of residency was: _____

13. Most recent dates you lived in Monroe County, Michigan? *(choose one)* O Birth to Present O From ___/_____ to ___/_____ O Never
Month Year Month Year

Please refer to "Filling Out Your UT Application, Section 2" for information about qualifying for in-state tuition and fees. Contact the Office of Undergraduate Admission if you have additional questions.

14. Are you employed? O Yes O No If yes: O Full time O Part time

Employer's Name (_____) Telephone Number (include area code)

Number Street Name Suite Number

City State Zip Code

Section 3: Intended Major *(Please refer to the Majors section for the college/major offerings and codes.)*

15. Your Preferred Major Choice: GUST Use the three-five character code listed next to your preferred major.

filled in by MB after coach's verbal input.

333-78-0257

Section 4: Educational History

16. Hillcrest High School — Dallas — TX
High School Name — City — State

Anticipated or Actual High School Graduation Date 05 / 05 (Month / Year) GED Holder (if applicable) ___ / ____ (Month / Year)

17. Please list senior high school course schedule. *(For students in the high school graduating class of 2005 only.)*

First Semester		Second Semester	
Bus image	PE	Bus image	PE
English IV	Economics	English IV	Economics
Envtl Syst		Envtl Syst	
Bus Comp		Buscomp	

18. Educational Goals: Please select one.
- [x] Four-year (bachelor's) degree
- [ ] Two-year (associate's) degree
- [ ] 2 + 2 (associate's degree combined with a bachelor's degree)
- [ ] Certificate program
- [ ] Other _____

19. Were you enrolled in college courses while in high school (post-secondary) that allowed you to earn college credit? O Yes (X) No (If yes, official transcripts are required.)

20. List all colleges/universities attended, including UT and post-secondary work. List your most recent college first. **You must request official academic transcripts from all institutions you have attended.** Failure to do so is considered academic dishonesty. If you need additional space, please attach an additional sheet of paper.

1. College/University Name _____
City _____ State _____
Dates of Attendance ___ / ____ (Month / Year) to ___ / ____ (Month / Year)
Degree Earned _____

2. College/University Name _____
City _____ State _____
Dates of Attendance ___ / ____ (Month / Year) to ___ / ____ (Month / Year)
Degree Earned _____

3. College/University Name _____
City _____ State _____
Dates of Attendance ___ / ____ (Month / Year) to ___ / ____ (Month / Year)
Degree Earned _____

4. College/University Name _____
City _____ State _____
Dates of Attendance ___ / ____ (Month / Year) to ___ / ____ (Month / Year)
Degree Earned _____

21. Please indicate the number of total college credit hours attempted _____ Semester Hours _____ Quarter Hours

22. Have you been suspended or dismissed from a college or university? O Yes O No (If yes, additional documentation is required and will be forwarded to you.)

Section 5: Additional Information

23. Will you apply for university housing? (X) Yes O No (Please refer to the Housing Options section.)

24. Are you a veteran? O Yes (X) No (If yes, please send military transcripts.)

25. Do you plan on using educational benefits from the Department of Veterans Affairs? O Yes (X) No

26. Is your mother, father or legal guardian a graduate of UT? O Yes (X) No

This application also serves as an application for some admission scholarships. To be considered for these scholarships your completed admission application must be postmarked by the deadline noted in the Important Dates Section of this application packet. Please consult the Scholarship flyer for specific details.

Statement of Academic Integrity (Signature Required)

I certify that the information contained in this application is complete, accurate and true. I understand that any misrepresentation of facts on this application could be cause for refusal of admission, refusal to apply reported transfer work towards degree requirements, revocation of financial aid or dismissal from the University if discovered after I enroll.

Signature _____

Date _____

Return with $40 nonrefundable application fee.

The University of Toledo is committed to a policy of equal opportunity in education, employment, membership and contracts, and no differentiation will be made based on race, color, religion, sex, age, national origin, sexual orientation, veteran status or the presence of a disability. The University will take affirmative action as required by federal or state law.

THE UNIVERSITY OF TOLEDO
Office of Undergraduate Admission
Mail Stop 306
Toledo, OH 43606-3390
419.530.8700 or 800.5TOLEDO
www.utoledo.edu

ADM 2381 804

Official transcript per C Hughes

STATE OF TEXAS ACADEMIC ACHIEVEMENT RECORD (ACCREDITED)

JONATHAN D AMOS
Student ID: 390531
SSN : 333-78-0257
DOB : 02/16/1987
Male
Black

Parents/Guardians
ANGEL L AMOS-JONES
JESSE FISHER
104 QUAIL RUN DR
SEAGOVILLE TX 75159 0000

DISD 2004 - 2005 SCHOOL YEAR
HILLCREST HIGH SCHOOL
9924 HILLCREST RD
DALLAS, TX 75230
(972) 502-6800
CBCC: 441745 TEA code: 057-905-006

TAKS MASTERY
Reading/ELA : 04/2004
Mathematics : 04/2004
Science : 04/2004
Soc.Studies: 04/2004

END OF COURSE
Algebra 1 : 05/2002
Biology 1 : 05/2002
English II:
US History:

Schools Awarding Credit
99/00 057-905-047/057-905-047
00/01 057-905-047/057-905-047
01/02 057-905-006/057-905-006
02/03 057-905-006/057-905-006
03/04 057-905-006/057-905-006
04/05 057-905-006/057-905-006

	S1	S2	Av	Cr
Language Arts				
01/02 ENG 1:	87	88		1.0
02/03 ENG 2:	87	71		1.0
03/04 ENG 3:	81	87		1.0
04/05 ENG 4:	86	91		1.0
Speech				
01/02 COMMAPP:		85		0.5
Mathematics				
01/02 ALG 1:	87	76		1.0
02/03 GEOM:	91	83		1.0
03/04 ALG 2:	82	75		1.0
Science				
01/02 BIO:	79	76		1.0
02/03 CHEM:	88	83		1.0
03/04 PHYSICS:	84	81		1.0
04/05 ENVIRSYS:	85	94		1.0
Social Studies				
01/02 W GEO:	87	78		1.0
02/03 W HIST:	82	80		1.0
03/04 US HIST:	88	84		1.0
03/04 PSYCH:	85			0.5
04/05 GOVT:		90		0.5
Econ/Free Ent.				
04/05 ECO-FE:	83			0.5
Health				
01/02 HLTH ED:	88			0.5
P.E./Athletics				
01/02 PE EQ1:	99			0.5
02/03 PE EQ2:	95			0.5
03/04 PE EQ3:	100			0.5
04/05 PE 1A:	100			0.5
Other Languages				
99/00 SPAN 1:J	80	74		0.0
00/01 SPAN 1:J	82	78		1.0
01/02 SPAN2:	90			0.5
01/02 SPAN2:		84		0.5
02/03 SPAN3:QG	74	74		1.0
03/04 SPAN4:QG	68			0.0
Fine Arts				
02/03 TH1:	96	82		1.0
Career & Technology				
01/02 PERFAMDV:	87			0.5
01/02 PERFAMDV:		84		0.5
02/03 BEGBCIS1:	95	96		1.0
03/04 PREP-PAR:A		83		0.5
03/04 INTR-DSG:		89		0.5
04/05 BUSIM/MM:	96	91		1.0
04/05 ADVBCIS1:A	93	97		1.0
Local Credit				
01/02 ATHLETIC:L		96		0.5
02/03 ATHLETIC:L		90		0.5
03/04 ATHLETIC:L		100		0.5
04/05 ATHLETIC:L	96			0.5
04/05 ATHLETIC:L		100		0.5

Credit Totals: State 27.50 Local 2.50

Date of Class Rank: 05/26/2005
Rank : 112
Class Size : 267
Average : 86.8983
Collegiate GPA : 3.1695
Quartile : 2

Date of Graduation: 05/26/2005
RECOMMENDED HIGH SCHOOL PROGRAM

70-100=passing grades
H = PE Waiver
* = credit denied due to excessive absences (TAC 166, FDD(local)),
# = credit based on full year average

NOTE: A=Tech-Prep; C=Correspondence; D=Dual Credit; E=Credit by Exam; G=Gifted/Talented; H=Honors; I=IB Course; J=HS course completed prior to Grade 9; K=Pre IB Course; L=Local Credit Course; M=Magnet Course; N=Night School Course; P=AP Course; Q=Pre AP Course; R=Summer; S=Content modified by ARD; T=Credit Verification; X=Innovative Course; Z=Distance Learning; e= Received from Another District

Texas Grant
Academic Eligibility: Y
*TEXAS SCHOLAR

Date Printed: 05/26/2005

JONATHAN D AMOS
Student ID: 390531

DISD 2004 - 2005 SCHOOL YEAR
HILLCREST HIGH SCHOOL

Official transcript per C Hughes

College Entrance Exams

PSAT	DATE	LEV	VERB	VPCT	MATH	MPCT	SEL	SPCT

SAT	DATE	LEV	CRIT READ	MATH	WRITING	TOTAL
	10/04	12	370	360		730
	03/04	11	290	320		610

ACT	DATE	LEV	E	%	M	%	S	%	N	%	C	%

SAT-ACH	DATE	ACH1	ACH2	ACH3

TX SUCCESS INITIATIVE — math:waiver (taks) read:waiver (taks) writ:waiver (taks)

(Highest Exit TAKS: Rd Scl - 2126 ELA Writ Comp - 2 Mth Scl - 2161)

Test of Achievement and Proficiency

Test YR Grade 09 Level 11 Form S

SAT9 02	SPELL	VOCAB	RD COMP	RD TOT	LANG	MATH
GE	8.6	5.4	10.8	7.7	11.3	13.0
%ile	38	11	52	33	54	88

Immunization Records

DPT	1V 08/16/1996	2V 10/23/1996	3V 05/02/1997	
OPV	1V 08/16/1996	2V 10/23/1996	3V 05/02/1997	
IPV	1V 08/16/1996	2V 10/23/1996	3V 05/02/1997	
HEPB				
RUBEOLA	1V 08/16/1996	2V 10/23/1996		
MUMPS	1V 08/16/1996	2V 10/23/1996	RUBELLA	1V 08/16/1996 2V 10/23/1996
VAR			HB2D	
HEPA			MEN	

Honors & Activities

Special Comments

Distinguished Achievement Measures

GPA is based on all courses taken in the 9th grade or above. Final rank in class is computed by totaling the weighted rank points of eligible courses representing the highest 24 credits taken and earned in grades 9 - 12. Course credit earned through credit by examination or credit for acceleration and courses taken as pass/fail are excluded from GPA and rank.

Date of Calc 6/15/2005
Name Jonathan Amos
SSN 333780257

final calc
70 is passing

GRADE	NUMBER UNITS	POINTS	GPA
Honors Pts	Leave Blank		
A+		0.00	
A	7.00	28.00	
A-		0.00	
B+		0.00	
B	9.50	28.50	
B-		0.00	
C+		0.00	
C	11.00	22.00	
C-		0.00	
D+		0.00	
D	3.50	3.50	
D-		0.00	
F	0.50	0.00	
	31.50	82.00	2.603

Name: Ames, Jonathan

SSN: 333-78-0257

Student Type

- [x] NW=New
- [ ] NN=New
- [ ] FT=Freshman Transfer
- [ ] TF=Transfer
- [ ] TR=Transfer Readmit
- [ ] International
- [ ] TS=Transient
- [ ] UW=Undergraduate with Degree
- [ ] SPU

Term

- [ ] Spring 2005
- ~~[x] Summer 2005~~
- [x] Fall 2005
- ___ Spring 2006
- ___ Summer 2006
- ___ Fall 2006

Housing

- [x] Housing Yes
- [ ] Housing No

Residency

- ___ Ohio Resident
- ___ Monroe County
- [x] Non-Resident

Concurrent/Co-Op

- ___ A
- ___ C
- ___ B
- ___ T*
- ___ None

Conference Student

- ___ A
- ___ J*
- ___ X
- ___ B
- ___ K
- ___ None
- ___ D
- ___ L
- ___ F
- ___ M
- ___ G
- ___ N
- ___ H
- ___ Q
- [x] I*
- ___ V

Conditional Admit

- ___ C
- ___ T
- ___ S
- ___ U
- ___ P
- ___ None

*No special letter

Admit Letter Sent UTAD\jmcgarv 6/21/2005

Comments:

HST ACT PC 3-11-05

2/21/2005

DHS OUT-OF-STATE APPLICATION REVIEW

SID/SSN Amos, Jonathan Date 4-5-05

Applicant Name 333 78 0257 Analyst Gary

GPA 2.5 ACT _____ SAT 730

Core: Yes ✓ No _____

Transcripts are:
Official ✓ Unofficial _____
Fall Sem
(Must have official transcript before can admit)

Can't verify per Norman 4/13/05

Additional Comments: NCAA qualifier

check again in June

Approved for admission by: MH

Denied for admission by: _____

Date 6/20/05

Reasons: Student admitted based on projection of being an NCAA Qualifier (per Brian Lutz) after receiving final transcripts.

2/25/2005

NCAA Certification Status

BACK

Core courses used in certification of:
Name: JONATHAN AMOS
ID: 333-78-0257
Address: 104 QUAIL RUN
City State: Seagoville, TX 75159
Grad. Date: 05/2005
Current HS: HILLCREST HIGH SCHOOL (441745)

Division I

Certification Status	Units	Quality Points	GPA
Preliminary (See Eligibility Codes)	13.00	39.0	3.00

English Courses

Div Used X=both	Title	Grade	Units	Division I Quality Points	Division II Quality Points
X	ENGLISH 1	B	.50	1.5	
X	ENGLISH 1	B	.50	1.5	
X	ENGLISH 2	B	.50	1.5	
X	ENGLISH 2	C	.50	1.0	
X	ENGLISH 3	B	.50	1.5	
X	ENGLISH 3	B	.50	1.5	
			Total	8.5	

Math Courses

Div Used X=both	Title	Grade	Units	Division I Quality Points	Division II Quality Points
X	ALGEBRA 1	B	.50	1.5	
X	ALGEBRA 1	C	.50	1.0	
X	ALGEBRA 2	B	.50	1.5	
2	ALGEBRA 2	C	.50		
X	GEOMETRY	A	.50	2.0	
X	GEOMETRY	B	.50	1.5	
			Total	7.5	

Science Courses

Div Used X=both	Lab	Title	Grade	Units	Division I Quality Points	Division II Quality Points
X	X	CHEMISTRY 1	B	.50	1.5	
X	X	CHEMISTRY 1	B	.50	1.5	
X	X	ENVIRONMENTAL SYS	B	.50	1.5	
X	X	PHYSICS 1	B	.50	1.5	
X	X	PHYSICS 1	B	.50	1.5	
				Total	7.5	

Social Studies Courses

Div Used X=both	Title	Grade	Units	Division I Quality Points	Division II Quality Points
X	ECONOMICS	B	.50	1.5	
X	WORLD GEOGRAPHY	B	.50	1.5	
X	WORLD HISTORY STU	B	.50	1.5	
X	WORLD HISTORY STU	B	.50	1.5	
			Total	6.0	

Additional Courses

Div Used	Division I	Division II Quality

X=both	Title	Grade	Units	Quality Points	Points
X	PSYCHOLOGY	B	.50	1.5	
X	SPANISH 2	A	.50	2.0	
X	SPANISH 2	B	.50	1.5	
X	SPANISH 3	B	.50	1.5	
X	US HISTORY	B	.50	1.5	
X	US HISTORY	B	.50	1.5	
			Total	9.5	

ACT Test Scores

Date	Type	O/U	Eng.	Math	Read	Sci.	Comp.	NCAA Sum

No ACT test scores on file for this student.

SAT Test Scores

Date	Type	O/U	Verb/CR	Math	Comp.	NCAA Comp.
0304	Standard	U	290	320	610	730
1004	Standard	U	370 X	360 X	730	

Student Eligibility Codes

Code	Description
C11	DIV I ENG REQ < 4
H02	GRAD PROOF REC'D
T04	SAT COMP < 700/820R

BACK

Academic Profiles of Recruited Men's Basketball Student-Athletes
2007-08 to 2013-14

RECRUITING CLASSES-- ACADEMIC PROFILES

Year	Last	First	Admission Status	Admission GPA	Admission Test Score	Initial Eligibility Status	ACT Sum	SAT Sum	Core GPA	Notes
2013-14	Boykins	Monty	TBD	TBD	TBD	TBD	TBD	TBD	3.250	
2013-14	Brown	Vitto	TBD	TBD	TBD	TBD	TBD	TBD	3.375	
2013-14	Garber	Zack	TBD	TBD	TBD	TBD	TBD	TBD	4.000	
2013-14	Gibbs	Jack	TBD	TBD	TBD	TBD	TBD	TBD	3.630	
2013-14	Lauf	Jordan	TBD	TBD	TBD	TBD	TBD	TBD	3.308	
Class Average:									3.513	
2012-13	Boothe	Nathan	TBD	TBD	TBD	Preliminary	84		2.703	
2012-13	Gaston	Rashid	TBD	TBD	TBD	Preliminary	78		2.448	
2012-13	Jones	Quaron	TBD	TBD	TBD	TBD	80		2.900	
2012-13	Lemons	Josh	TBD	TBD	TBD	Preliminary	73		2.688	
Class Average:							79		2.685	
2011-12	Brown	Julius	Appeal Granted	2.420	17	Qualifier	66		2.656	
2011-12	Majerle	Ryan	Admitted	3.826	26	Qualifier	102		3.714	
2011-12	Mathew	Alexander	Admitted	3.651	21	Qualifier	84		3.593	
2011-12	Moss	Justin	Admitted	2.746	18	Qualifier	70		2.906	
Class Average:				3.161	21		81		3.217	
2010-11	Buckley	Dominique	Admitted	2.280	N/A	Qualifier	70		2.656	4-4 Transfer
2010-11	Dear	Delino	Admitted	2.310	20	Qualifier	83		2.313	
2010-11	Dennis	Curtis	Admitted	2.690	N/A	Qualifier		930	2.285	4-4 Transfer
2010-11	Holliday	Reese	Admitted	2.720	21	Qualifier	83		2.909	
2010-11	Pearson	Rian	Admitted	2.437	N/A	Qualifier	65		2.718	4-4 Transfer
2010-11	Smith	Matt	Admitted	2.250	N/A	Qualifier	74		3.400	4-4 Transfer
2010-11	Thomas	Jonathan	Admitted	2.350	22	Qualifier	89		2.581	
2010-11	Wright	Anthony	Admitted	2.883	N/A	Qualifier		990	3.185	4-4 Transfer (Graduate)
Class Average:				2.490	21		77	960	2.756	
2009-10	Barnett	Jacob	Admitted	3.541	22	Qualifier	86		3.366	
2009-10	Dressler	Jordan	Admitted	3.691	26	Qualifier	102		3.535	
2009-10	Freelove	Joshua	Appeal Granted	2.100	910	Qualifier		910	2.281	
2009-10	Griffin	Malcolm	Admitted	3.339	17	Qualifier	71		3.125	
2009-10	Humes	Hayden	Admitted	3.554	1090	Qualifier		1090	3.448	
2009-10	Russell	Devin	Admitted	2.634	15	Waiver Approved	63		2.545	Full Approval
2009-10	Watson	Neil	Appeal Granted	2.370	17	Waiver Approved		800	2.343	Aid and Practice
Class Average:				3.033	19/1000		81	933	2.949	

Academic Profiles of Recruited Men's Basketball Student-Athletes
2007-08 to 2013-14

Year	Last	First	Admission Status	Admission GPA	Admission Test Score	Initial Eligibility Status	ACT Sum	SAT Sum	Core GPA	Notes
2008-09	Albrecht	Stephen	Admitted	3.953	1170	Qualifier		1170	3.928	
2008-09	Bastfield	Larry	Admitted	2.640	19	Qualifier	76		2.333	
2008-09	Okafor	Chukwuemeka	Admitted	2.492	24	Qualifier	94		2.625	
2008-09	Salter	Ian	Admitted	2.946	1170	Qualifier		1180	3.062	
2008-09	Sterling	Clayton	Appeal Granted	2.140	960	Waiver Approved		960	2.177	Full Approval
2008-09	Taylor	Zachary	Admitted	2.739	22	Qualifier	87		2.531	
Class Average:				2.818	22/1100		86	1103	2.776	
2007-08	Anyijong	Justin	Admitted	2.650	21	Qualifier	84		2.14	
2007-08	Becklens	Paul	Appeal Granted	2.050	740	Waiver Approved		740	2.46	Aid Only
2007-08	Bingham	Corey	Appeal Granted	1.610	960	Waiver Approved		960	2.25	Full Approval
2007-08	Crosby	Paul	Denied Appeal	1.490	15	Waiver Approved	59		1.41	Not Admitted
2007-08	Davis	James	Admitted	2.230		Waiver Approved	65		2.44	Did Not Enroll
2007-08	Harvey	Dante	No Decision			Waiver Approved		760	2.63	Did Not Enroll
2007-08	Lo	Mouhamed	Appeal Granted	1.680	870	Qualifier		870	2.36	
2007-08	Tubbs	Terrrance	Appeal Granted	2.510	15	Waiver Approved	67		1.69	Aid Only
Class Average:				2.031	17/857		69	833	2.172	

MEN'S BASKETBALL APR HISTORY

Academic Year	Single Year APR	Eligibility	Retention	Multi Year APR
2003-04	979	1000	958	979
2004-05	1000	1000	1000	1000
2005-06	1000	1000	1000	1000
2006-07	927	905	950	980
2007-08	826	826	826	943
2008-09	813	833	792	895
2009-10	896	960	783	863
2010-11	939	960	917	869

Note: Program received NCAA public recognition following 2006-07 year.
Coaching changes occurred at conclusion of 2007-08 and 2009-10 seasons.

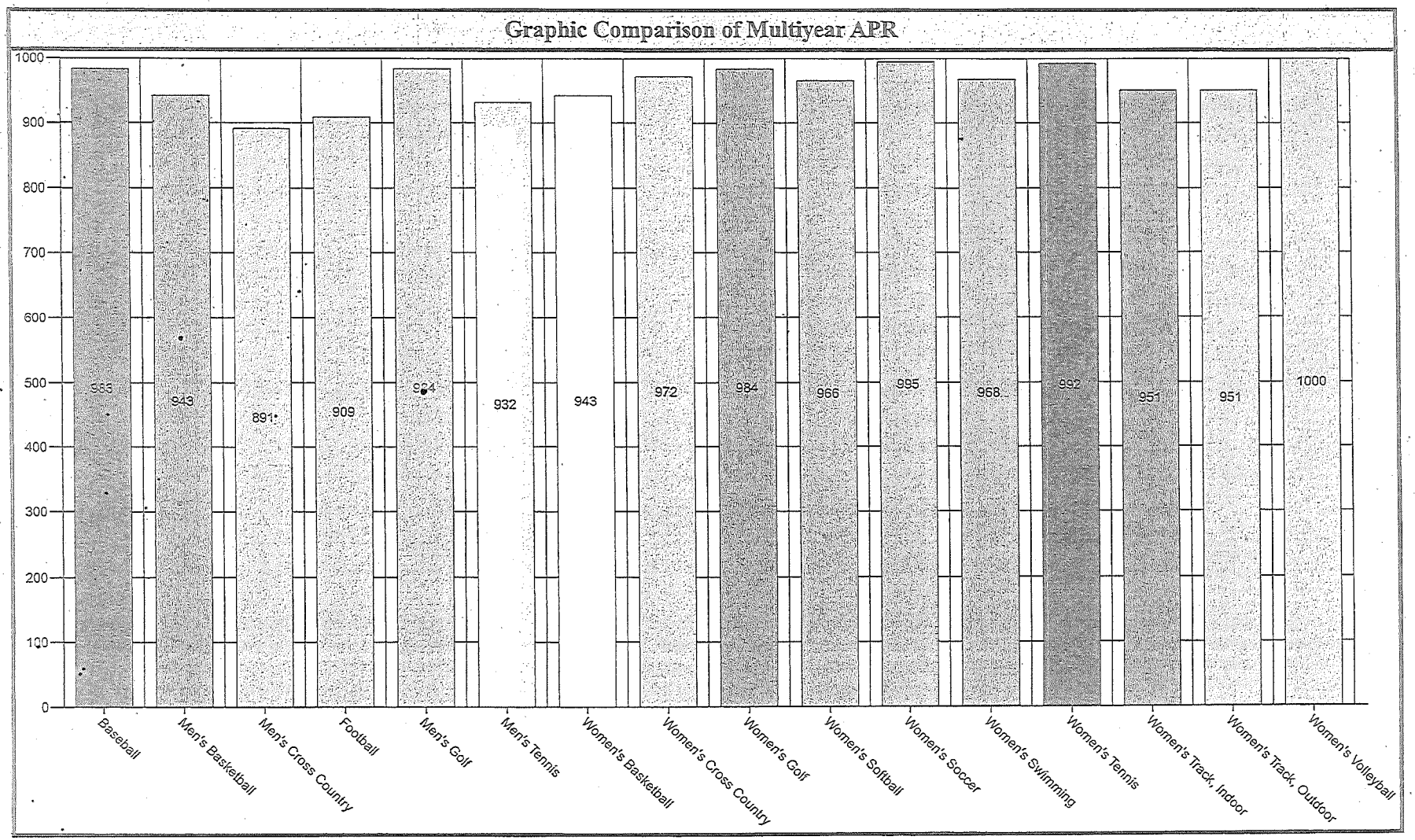
THE UNIVERSITY OF TOLEDO 1872

NCAA Division I 2007 - 2008 Academic Progress Rate Institutional Report

Institution: University of Toledo

Date of Report: 02/06/2012

Sport-by-Sport APR Comparison:



NCAA Division I 2006 - 2007 Academic Progress Rate Institutional Report

Institution: University of Toledo

Date of Report: 02/06/2012

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2003-04, 2004-05, 2005-06, and 2006-07 academic years. The multiyear rate will be reported publicly in 2008. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2006 - 2007 (N)	Multiyear Rate	2006 - 2007	Multiyear Rate	2006 - 2007
Baseball	978 (104)	N/A	992 (33)	985	1000	971	985
Men's Basketball	980 (38)	N/A	927 (11)	973	905	986	950
Men's Cross Country	887 (27) [2]	934	950 (10)	830	900	943	1000
Football	899 (247) [4]	N/A	909 (84)	876	897	910	915
Men's Golf	989 (22)	998	1000 (6)	1000	1000	977	1000
Men's Tennis	956 (30)	N/A	975 (11)	947	1000	965	950
Women's Basketball	955 (40)	N/A	944 (14)	961	963	948	926
Women's Cross Country	959 (44)	N/A	929 (15)	988	964	929	893
Women's Golf	977 (23)	994	969 (8)	1000	1000	932	938
Women's Softball	959 (56)	N/A	986 (18)	955	1000	964	972
Women's Soccer	993 (73)	N/A	980 (26)	993	980	993	980
Women's Swimming	964 (73)	N/A	977 (22)	957	955	971	1000
Women's Tennis	990 (26)	998	1000 (10)	1000	1000	980	1000
Women's Track, Indoor	939 (98)	N/A	955 (29)	916	945	958	945

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

[1] Denotes APR that does not subject the team to a contemporaneous penalty because the team is performing better than the institution's general student body, or based on institutional, athletics and student resources.

[2] Denotes APR that does not subject the team to contemporaneous penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 925 for that team to be subject to contemporaneous penalties. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

[3] Denotes APR that does not subject the team to historical penalties due to the team's demonstrated academic improvement and favorable comparison based on other academic or institutional factors.

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[5] Denotes APR based on a one year cohort, not subject to a contemporaneous and/or historical penalty.

[6] Denotes APR based on a two year cohort, not subject to a historical penalty.

NCAA Division I 2006 - 2007 Academic Progress Rate Institutional Report

Institution: University of Toledo

Date of Report: 02/06/2012

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2006 - 2007 (N)	Multiyear Rate	2006 - 2007	Multiyear Rate	2006 - 2007
Women's Track, Outdoor	939 (98)	N/A	955 (29)	916	945	958	945
Women's Volleyball	1000 (39)	N/A	1000 (15)	1000	1000	1000	1000

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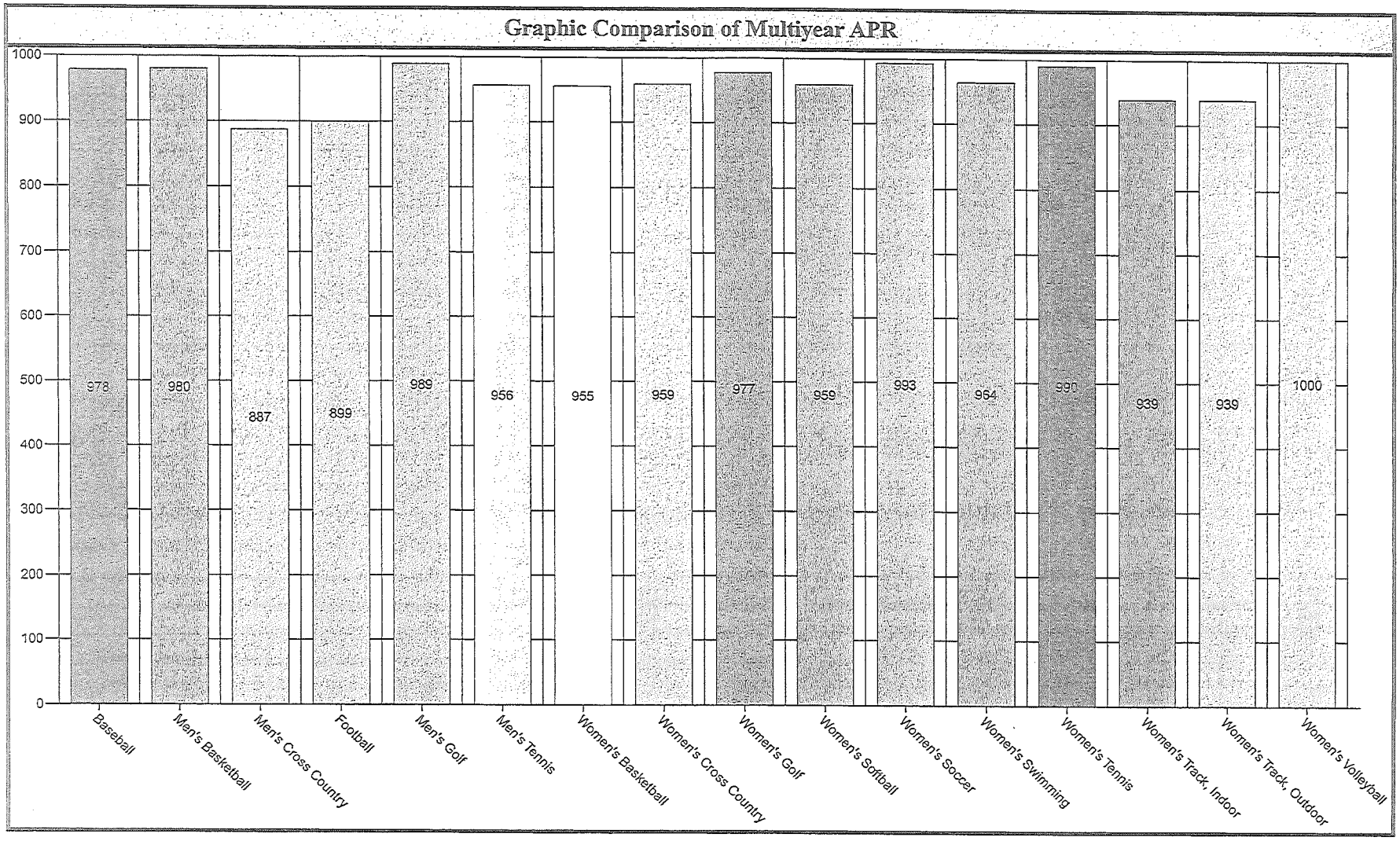
NCAA Division I 2006 - 2007 Academic Progress Rate Institutional Report

Institution: University of Toledo

Date of Report: 02/06/2012

Sport-by-Sport APR Comparison:



NCAA Division I 2005 - 2006 Academic Progress Rate Institutional Report

Institution: University of Toledo

Date of Report: 02/06/2012

This report is based on academic progress rate (APR) data submitted by the institution for the 2003-04, 2004-05, and 2005-06 academic years. The multiyear rate will be reported publicly in 2007. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for three academic years only. This may lead to small sample sizes within certain sport groups. The NCAA anticipates reporting data only on the basis of a four-year rolling rate for all sports when four years of data are available. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2005 - 2006 (N)	Multiyear Rate	2005 - 2006	Multiyear Rate	2005 - 2006
Baseball	971 (71)	985	958 (36)	978	958	964	958
Men's Basketball	1000 (27)	1000	1000 (14)	1000	1000	1000	1000
Men's Cross Country	848 (17) ~	916	944 (9)	788	944	909	944
Football	894 (163) ~	916	948 (78)	865	908	907	954
Men's Golf	984 (16)	997	1000 (7)	1000	1000	969	1000
Men's Tennis	946 (19)	979	975 (10)	919	950	973	1000
Women's Basketball	960 (26)	984	938 (12)	960	958	960	917
Women's Cross Country	974 (29)	991	979 (12)	1000	1000	947	958
Women's Golf	982 (15)	997	1000 (6)	1000	1000	929	1000
Women's Softball	947 (38)	973	927 (21)	933	902	960	951
Women's Soccer	1000 (47)	1000	1000 (25)	1000	1000	1000	1000
Women's Swimming	958 (51)	979	946 (25)	958	935	958	957
Women's Tennis	984 (16)	997	969 (8)	1000	1000	969	938
Women's Track, Indoor	933 (69)	958	926 (35)	904	912	963	941
Women's Track, Outdoor	933 (69)	958	926 (35)	904	912	963	941

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% Denotes APR based on a one year cohort, not subject to a historical and/or contemporaneous penalty.

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NCAA Division I 2005 - 2006 Academic Progress Rate Institutional Report

Institution: University of Toledo

Date of Report: 02/06/2012

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2005 - 2006 (N)	Multiyear Rate	2005 - 2006	Multiyear Rate	2005 - 2006
Women's Volleyball	1000 (24)	1000	1000 (13)	1000	1000	1000	1000

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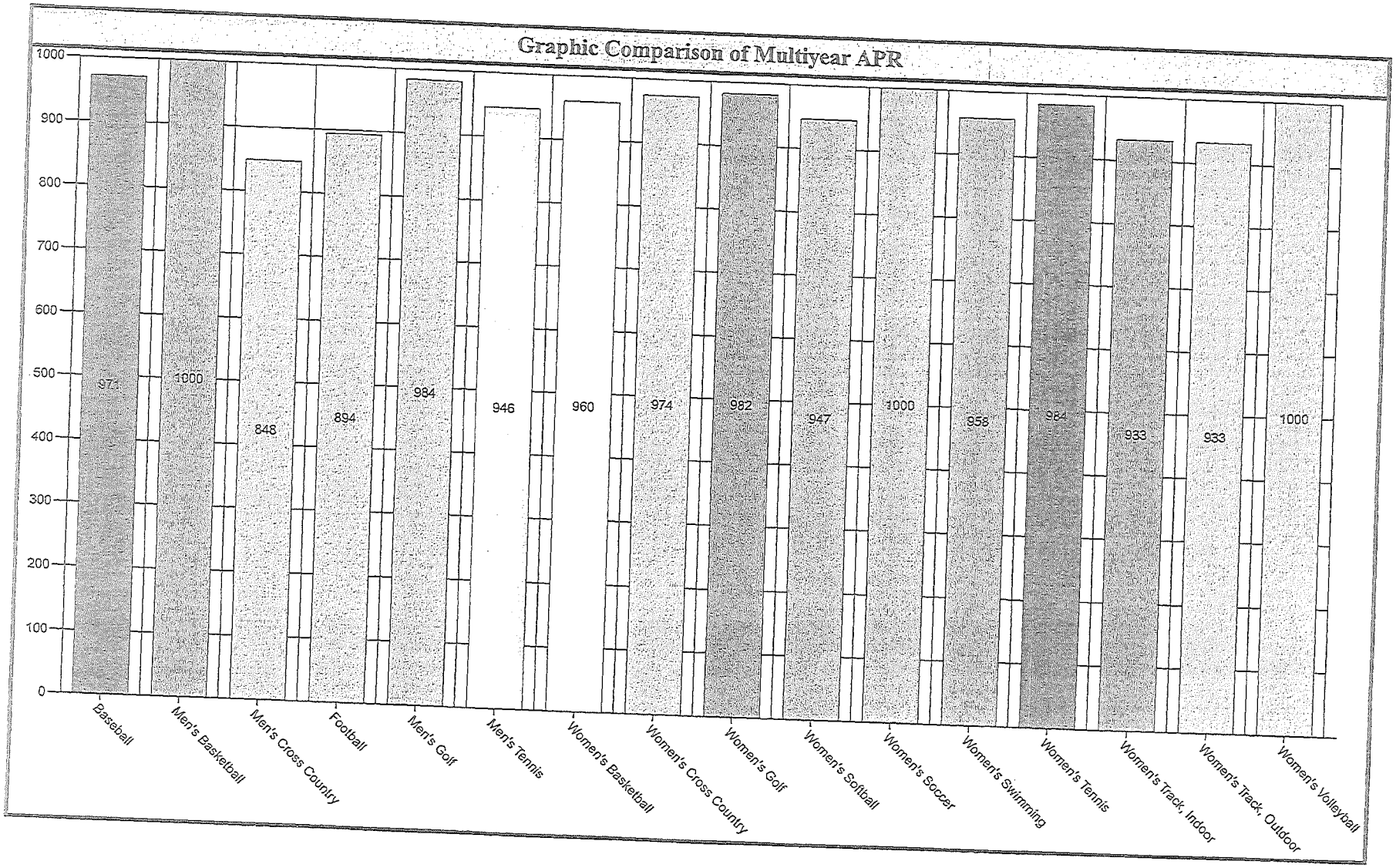
NCAA Division I 2005 - 2006 Academic Progress Rate Institutional Report

Institution: University of Toledo

Date of Report: 02/06/2012

Sport-by-Sport APR Comparison:



NCAA Division I 2004-05 Academic Progress Rate Institutional Report

Institution: University of Toledo	Date of Report: 02/06/2012

This report is based on academic progress rate (APR) data submitted by the institution for the 2003-04 and 2004-05 academic years. The multiyear rate will be reported publicly in early 2006. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for two academic years only. This may lead to small sample sizes within certain sport groups. The NCAA anticipates reporting data only on the basis of a four-year rolling rate for all sports when four years of data are available. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report regarding students in cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2004-05 (N)	Multiyear Rate	2004-05	Multiyear Rate	2004-05
Baseball	985 (35)	996	985 (35)	1000	1000	971	971
Men's Basketball	1000 (13)	1000	1000 (13)	1000	1000	1000	1000
Men's Cross Country	733 (8)	857	733 (8)	600	600	867	867
Football	843 (85)	878	843 (85)	824	824	862	862
Men's Golf	972 (9)	995	972 (9)	1000	1000	944	944
Men's Tennis	912 (9) +	969	912 (9)	882	882	941	941
Women's Basketball	981 (14)	997	981 (14)	962	962	1000	1000
Women's Cross Country	970 (17)	992	970 (17)	1000	1000	939	939
Women's Golf	969 (9)	994	969 (9)	1000	1000	875	875
Women's Softball	971 (17)	992	971 (17)	971	971	971	971
Women's Soccer	1000 (22)	1000	1000 (22)	1000	1000	1000	1000
Women's Swimming	970 (26)	990	970 (26)	980	980	960	960
Women's Tennis	1000 (8)	1000	1000 (8)	1000	1000	1000	1000
Women's Track, Indoor	940 (34)	970	940 (34)	896	896	985	985
Women's Track, Outdoor	940 (34)	970	940 (34)	896	896	985	985
Women's Volleyball	1000 (11)	1000	1000 (11)	1000	1000	1000	1000

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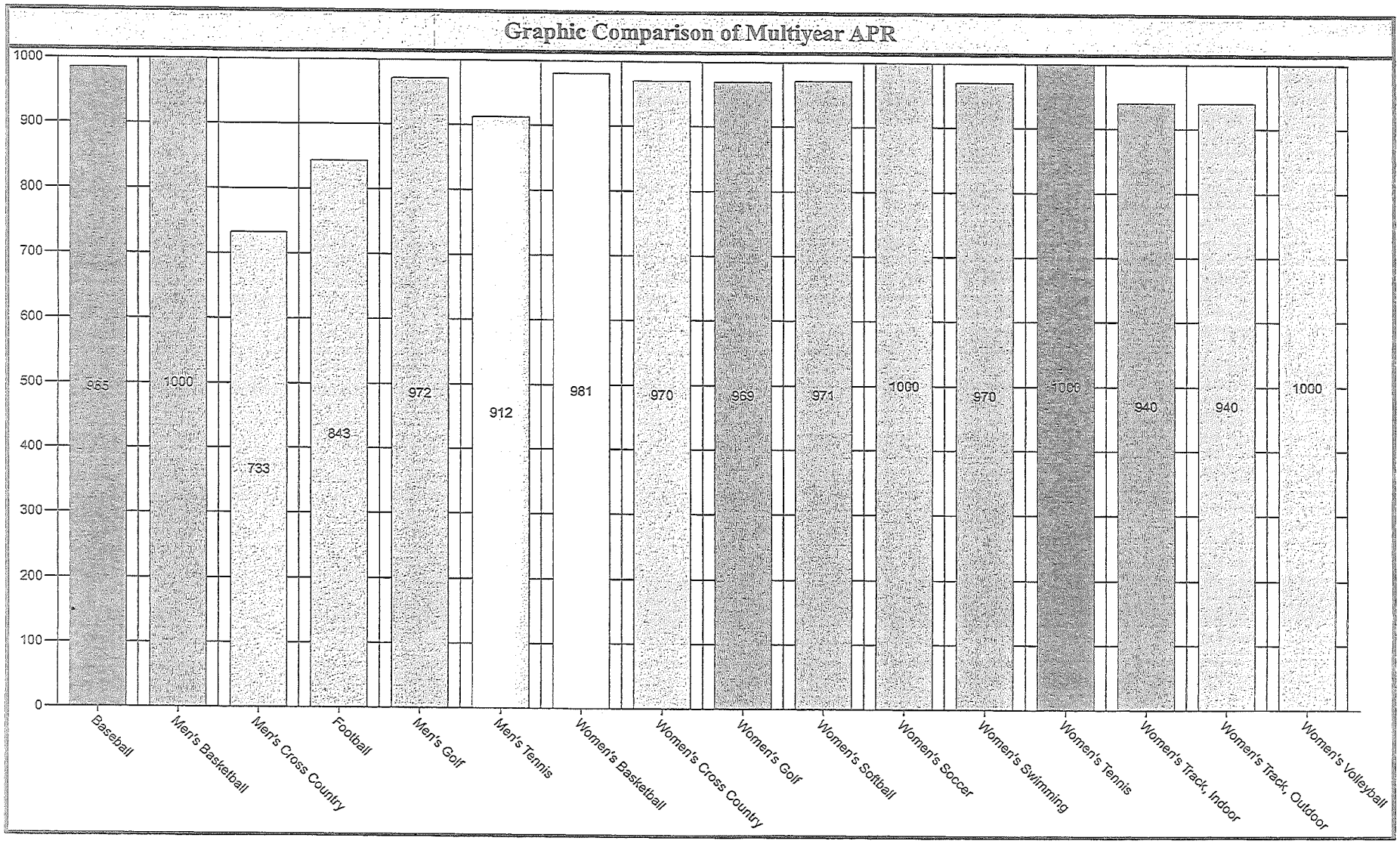
NCAA Division I 2004-05 Academic Progress Rate Institutional Report

Institution: University of Toledo	Date of Report: 02/06/2012

Sport-by-Sport APR Comparison:



NCAA Division I 2003-04 Academic Progress Rate Form

Institution: University of Toledo **Date of Report:** 4/29/05

The information below notes the institution's APR rates by sport as compared with the same sport rates for all Division I institutions. It also includes separate percentile data regarding the specific eligibility/graduation and retention information for use by your institution.

Sport (N)	APR			Eligibility/Graduation			Retention		
	Team Rate (Number of student-athletes)	Percentile Rank within Sport	Percentile Rank within All Sports	Team Rate	Percentile Rank within Sport	Percentile Rank within All Sports	Team Rate	Percentile Rank within Sport	Percentile Rank within All Sports
Baseball (284)	976 (21)	80th-90th	50th-60th	976	60th-70th	40th-50th	976	80th-90th	50th-60th
Men's Basketball (326)	979 (12)	70th-80th	50th-60th	1000	80th-90th	70th-80th	958	60th-70th	40th-50th
Men's Cross Country (285)	900 (6) +	10th-20th	10th-20th	800	1st-10th	1st-10th	1000	70th-80th	80th-90th
Football (235)	864 (79)	1st-10th	1st-10th	821	1st-10th	1st-10th	907	20th-30th	10th-20th
Men's Golf (285)	1000 (6)	70th-80th	80th-90th	1000	60th-70th	70th-80th	1000	70th-80th	80th-90th
Men's Tennis (265)	935 (8)	20th-30th	20th-30th	938	10th-20th	20th-30th	933	30th-40th	20th-30th
Women's Basketball (324)	886 (11) +	1st-10th	1st-10th	909	10th-20th	10th-20th	864	1st-10th	1st-10th
Women's Cross Country (305)	935 (12)	10th-20th	20th-30th	957	20th-30th	30th-40th	913	10th-20th	10th-20th
Women's Golf (223)	917 (9) +	10th-20th	10th-20th	1000	60th-70th	70th-80th	833	1st-10th	1st-10th
Women's Softball (264)	908 (19) +	1st-10th	10th-20th	947	20th-30th	20th-30th	868	1st-10th	1st-10th
Women's Soccer (295)	958 (24)	20th-30th	30th-40th	958	10th-20th	30th-40th	958	40th-50th	40th-50th
Women's Swimming (185)	953 (23)	10th-20th	30th-40th	977	20th-30th	40th-50th	930	1st-10th	20th-30th
Women's Tennis (310)	1000 (5)	70th-80th	80th-90th	1000	60th-70th	70th-80th	1000	70th-80th	80th-90th
Women's Track, Indoor (267)	946 (24)	20th-30th	30th-40th	957	30th-40th	30th-40th	935	20th-30th	30th-40th
Women's Track, Outdoor (291)	946 (24)	20th-30th	30th-40th	957	30th-40th	30th-40th	935	20th-30th	30th-40th
Women's Volleyball (311)	935 (12)	10th-20th	20th-30th	957	10th-20th	30th-40th	913	10th-20th	10th-20th

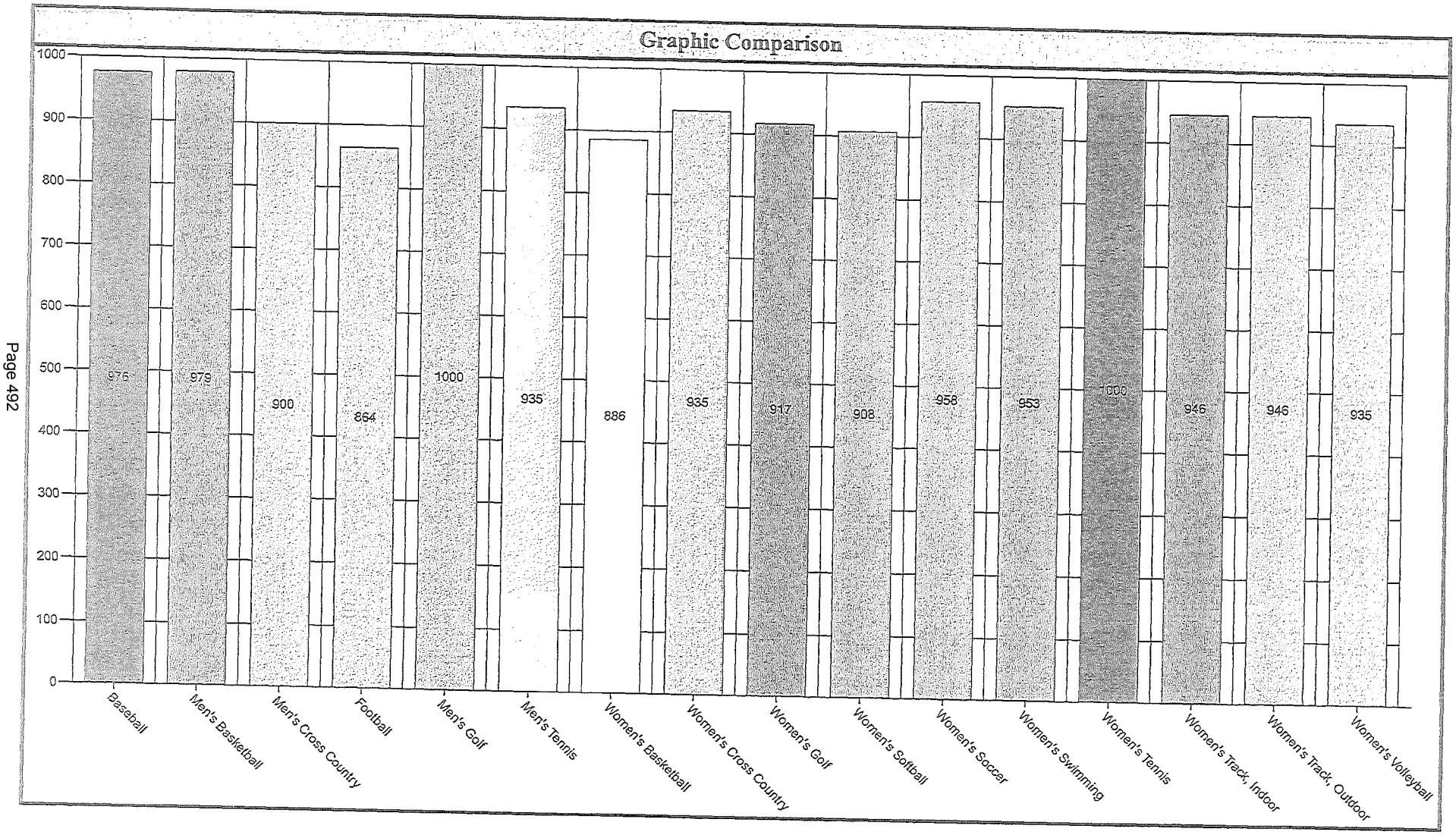
N = Number of teams reporting
Percentile Rank - 0 to 100; 0 = low, 100 = high
* Denotes data representing three or fewer student-athletes - In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report regarding students in cells including three or fewer students without student consent.
+ Teams with this symbol have an estimated APR upper confidence boundary of 925 or above, even though the team's actual APR is below 925. It is anticipated that some smaller squads that may be identified as underperforming in this year's reports will not be subject to penalty once the confidence boundary is applied.

NCAA Division I 2003-04 Academic Progress Rate Form

Institution: University of Toledo

Date of Report: 4/29/05

Sport-by-Sport APR Comparison:



WELLS FARGO

University Avenue

MAC N9843-011
1819 University Ave
Green Bay, WI 54302
920 436-6123 Fax

Wells Fargo Bank, N.A.

To whom it may concern,

I am Cordero Barkley, a former student-athlete who graduated with a Business Administration degree while playing basketball at the University of Wisconsin-Green Bay from 2005-2010. I talk to my former coach and mentor Tod Kowalczyk about once a month although I am now working in Green Bay and he is currently the head coach of the University of Toledo men's basketball program. I am writing you today because the last time we talked he told me of the current graduation rate issues that the University of Toledo men's basketball program is having due to the previous coaching regime. Although the current rate for the program is below the NCAA standards, those numbers do not reflect what Coach Kowalczyk emphasizes on the daily basis in his program.

In my experience at the University of Wisconsin-Green Bay, Coach Kowalczyk and his coaching staff built a culture of academic and athletic success with academics being the backbone for athletic success. During my recruitment Coach Kowalczyk guaranteed my mother and I two things; I would have the opportunity to compete for playing time and that I would finish my career with a college degree. At the time I did not realize the importance of a college degree, but my mother did. My mother noticed that out of all of coaches that came and visited Coach Kowalczyk was the only one that guaranteed that I would finish my career with a degree.

Coach Kowalczyk's structure and discipline that he instills in his coaching staff is a main reason why every single player that stayed with the program during his tenure graduated. He was very proud of that and let it be known to all of us that everyone does not go to the N.B.A. so do not take this educational opportunity for granted. The formula for academic success in his program starts freshman year because freshmen have a mandatory ten hours of supervised "study tables." Student-athletes who need extra help are paired with tutors usually within the first two weeks of the semester. Based solely on academic performance, study table hours can be reduced to four hours per week for sophomores. If we were over a 3.0 grade point average for both semesters freshman year then in some instances he would let us just check in with a coach on the daily basis to update them on how classes were going. Junior and senior year the people that needed tutors were responsible enough to reach out to coaches to let them know they needed help but for the most part the juniors and seniors that I was in school with performed very well in the classroom and set the example for the underclassmen. During the season at least one tutor, usually a retired professor, would come on our road trips to help players study and enforce study tables. Even after a long road trip at 2 o'clock in the morning I can hear coach telling us that if we had a 8 a.m. class we better be there and we better be in the front two rows.

Another support system that Coach Kowalczyk still has in place is that he and the assistant coaches directly connect themselves with the professors and encourage the professors to contact him if his players are late, sleep or not sitting in the front two rows in a classroom. Coaches randomly checked two classrooms per day to make sure that players are following these

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rules. Coach also does not allow any cell phones or headphones in the classroom. He says since you cannot text message or listen to music on the court you should not do it in the class.

The culture at the University of Wisconsin-Green Bay was evident from the moment I got on campus. If we had class we knew we needed to show up on time with the proper tools to learn and if we did not we understood that there were consequences for that. On the court we were expected to work hard and in the class we were expected to work just as hard.

Since Coach Kowalczyk took the Toledo coaching position, I've made the seven hour drive to Toledo from Green Bay to visit him twice. The first time I went down to Toledo in September just as school was starting back up, and the assistant coaches had me go do a class room check with them on two of my former teammates who transferred to Toledo from UW-Green Bay. That was literally the first thing we did when I got onto campus. The second time I visited was in November and it was early in the morning, the day of a game. I was sitting in Coach Kowalczyk's office when he received an e-mail from a professor informing him that one of the players did not attend a class that morning. Just so happened that the player was the leading scorer this season, and without hesitation coach called the young man and informed him that he would not be starting in the game that night and that he would have his role in the game dramatically reduced. I thought to myself things still haven't changed.

In closing, I believe that by taking scholarships away from the University of Toledo men's basketball program and Coach Kowalczyk, the NCAA would be preventing young men from having the opportunity to play and learn life lessons from a coach who actually does put the "student" first in the word "student-athlete".

Please feel free to contact me at any time my cell phone number is the easiest way to reach me. It's (262) 721-7181.

Thank you for your consideration,
Personal Banker
Cordero Barkley

Submit APP Coach Data

Help / Instructions | APP Status/Deadlines Page | SSO Logout | Close

List | Transfer Data | Member Setup | Import | Import Financial Aid | Reports | Non-Retained Ineligible Student-Athlete Info | Delayed Graduation Point | Head Coaches | Validation/Submission | Corrections/Adjustments /Penalty Waivers

Academic Year: 2010 - 2011

⊞ Men's Baseball

⊟ Men's Basketball

Academic Year	First Name	Last Name	APR	Coaching Start Month	Coaching Start Year	Coaching End Month	Coaching End Year
2003-04	Stan	Joplin	979	July	2003	March	2008
2004-05	Stan	Joplin	1000	July	2003	March	2008
2005-06	Stan	Joplin	1000	July	2003	March	2008
2006-07	Stan	Joplin	927	July	2003	March	2008
2007-08	Stan	Joplin	826	July	2003	March	2008
2007-08	Gene	Cross	826	April	2008	March	2010
2008-09	Gene	Cross	813	April	2008	March	2010
2009-10	Gene	Cross	896	April	2008	March	2010
2009-10	Tod	Kowalczyk	896	March	2010		
2010-11	Tod	Kowalczyk	939	March	2010	Current	Current

Update Men's Basketball | Add Coach from database

⊞ Men's Cross Country

⊞ Men's Football

⊞ Men's Golf

⊞ Men's Tennis

⊞ Women's Basketball

⊞ Women's Cross Country

⊞ Women's Golf

⊞ Women's Soccer

⊞ Women's Softball

⊞ Women's Swimming

⊞ Women's Tennis

⊞ Women's Track, Indoor

⊞ Women's Track, Outdoor

⊞ Women's Volleyball

☑ The Head Coach information has been verified and is correct

Verified

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The University of Toledo

Men's Basketball Release
CONTACT: Paul Helgren (419) 530-4918
March 30, 2010
For more information, please go to *www.utrockets.com*

Tod Kowalczyk Named Head Men's Basketball Coach at the University of Toledo

TOLEDO, OH – The University of Toledo has hired former Wisconsin-Green Bay head coach Tod Kowalczyk as its head men's basketball coach, UT Athletic Director Mike O'Brien announced today.

"We are very pleased that Tod Kowalczyk has agreed to become the head men's basketball coach at the University of Toledo," said O'Brien. "Tod is a proven builder of basketball programs, both as the head coach at Wisconsin-Green Bay, and as an assistant coach at some very fine schools. Tod has all the qualities we are looking for in a basketball coach. He is a proven winner in an excellent basketball conference. He has a superb academic record, graduating every single player who completed his eligibility during his eight years at Green Bay. Above all, Tod is a terrific teacher and a leader of young men. I think Tod is the perfect fit to lead our men's basketball program."

Kowalczyk has been the head coach at Wisconsin-Green Bay for the past eight seasons, compiling a 136-112 record. His Phoenix advanced to post-season play in each of the past two seasons, notching back-to-back 22-win seasons. Green Bay has also finished in the top four of the Horizon League in each of the past seven seasons, one of only 18 programs in the country to accomplish this feat.

"I'm very excited about the opportunity to coach at the University of Toledo and become a part of the greater Toledo community," said Kowalczyk, a native of De Pere, WI who becomes the 18th head coach in UT history. "I'm looking forward to the challenge of building a championship-caliber program and making Rocket fans proud of our team. We will do it with hard work and integrity. Our student-athletes will represent our institution in a first-class and positive manner."

This past season, Kowalczyk led the Phoenix to a 22-13 record, 11-7 in the Horizon League, and advanced to the second round of the College Basketball Invitational with a first-round victory at Akron. In 2008-09, the Phoenix were 22-11, 13-5 in the Horizon, including a victory over then-No. 11 Butler. Green Bay also advanced to the CBI Tournament, hosting a post-season game for the first time in school history.

Kowalczyk's coaching career spans 21 seasons, including assistant coaching stints at Marquette, Rutgers, Rider, St. Anselm (NH) and New Hampshire. He was named head coach at Wisconsin-Green Bay in 2002, quickly turning around a program that was coming off three consecutive losing seasons and had an RPI rating over 270 prior to his arrival. Under Kowalczyk's direction, Green Bay has restored its strong basketball tradition, averaging

-Continued next page-

nearly 17 wins per season while playing in a league that ranks among the nation's top 12 in RPI. The Phoenix's home record was 87-32 record (.731) at the Resch Center over the past eight seasons.

Kowalczyk's players did more than just win basketball games — they graduated. In fact, every player who completed his eligibility while Kowalczyk was the head coach received his degree. Green Bay's current five-year Academic Progress Rate (APR) is 965, the second-highest mark in the Horizon League.

Kowalczyk's final two seasons at UW-Green Bay were his best, as his Phoenix went 44-24 and made the postseason in both campaigns. His 2008-09 squad reached the postseason for the first time since 1996 while posting a 22-11 overall record. The Phoenix earned the right to host Vermont in a first-round game in the College Basketball Invitational. In addition, Green Bay finished second in the Horizon League standings with a 13-5 record. The highlight of the season came on Feb. 2, when the Phoenix knocked off No. 11 Butler, 75-66, in front of 6,978 at the Resch Center. It was the third top-25 team that Green Bay had ever defeated and the highest-rated squad ever upended by the Phoenix. The Phoenix finished the season second in the nation in free-throw shooting percentage (78.7) and fifth in three-point shooting percentage. Green Bay was the only team in the country to rate among the top five in both categories.

The 2009-10 team went 22-13 and also advanced to the CBI. Behind 36 points from senior guard Troy Cotton, the Phoenix defeated Akron on the road, 70-66, in the first round of the tournament. Green Bay fell in the second round at Saint Louis, 68-62 in double overtime. Other highlights included an 87-86 overtime win at Kent State, the eventual regular-season Mid-American Conference champion, and an 88-84 overtime win over No. 20 Wisconsin before a sell-out home crowd in Green Bay.

In each of Kowalczyk's first four seasons, his teams finished higher in the Horizon League standings than the preseason polls had predicted. Included in the accomplishment was a freshman-dominated 2005-06 squad, which came in third despite being picked to place seventh prior to the season. In 2006-07, Green Bay posted 18 wins, the most by a Phoenix team since posting a 20-11 mark in 1998-99. Green Bay freshmen and sophomores played an average of 132 minutes out of a possible 200, easily the most of any team in the league.

Green Bay's second-place finish in the 2004-05 conference race under Kowalczyk was the team's best in nearly a decade, since the undefeated 1995-96 league championship season. With a 12-1 record in single-digit games, Kowalczyk's Phoenix earned a reputation for poise under pressure.

During the 2003-04 campaign, Kowalczyk orchestrated one of the nation's top single-season turnarounds in just his second year at Green Bay. The rise of the Phoenix to 17-11 was among the top 10 improvements in the NCAA that season. Despite being picked to finish seventh in the preseason league poll, Kowalczyk and the Phoenix vaulted to third in the league standings, posting the team's best finish in five seasons and the most wins in conference play in eight years.

Kowalczyk came to Green Bay from Marquette University, where he served as an assistant coach. While with the Golden Eagles, Kowalczyk coordinated efforts that outfitted consecutive top-25 recruiting classes in Marquette uniforms.

In 2001-02, the Golden Eagles finished Kowalczyk's last season ranked in the top 10 nationally, tallied a 26-7 overall record, and advanced to the NCAA Tournament. The following season, a Dwayne Wade-led squad made a memorable run to the Final Four en route to a 27-6 mark. "Coach Kowalczyk worked with me every day," said Wade, an All-American and 2006 NBA Finals MVP with the Miami Heat. "I wouldn't be where I am today

if it wasn't for him."

Kowalczyk played collegiate basketball at the University of Minnesota-Duluth from 1984-88. While playing under former Phoenix assistant Dale Race, Kowalczyk earned all-conference and team MVP honors as a senior, leading UMD to four consecutive national tournament berths. Kowalczyk graduated from UMD in 1989 with a bachelor of applied sciences degree in health education and physical education.

Two seasons on the coaching staff at the University of New Hampshire were followed by a two-year stint at St. Anselm College in New Hampshire, where Kowalczyk and the Hawks advanced to the NCAA Division II Tournament in 1993.

Kowalczyk returned to the Division I ranks with Rider University in 1993. He spent four seasons with the Broncs, who made the NCAA Tournament in 1994. Kowalczyk also earned his master's degree in education administration while at Rider.

Before joining Tom Crean's staff at Marquette, Kowalczyk spent three years coaching in the Big East Conference at Rutgers, including one season as associate head coach. Kowalczyk helped land two recruiting classes ranked among the top 15 nationally that led the Scarlet Knights to consecutive NIT appearances.

Well-respected among his coaching peers, Kowalczyk was named to the National Association of Basketball Coaches Ethics Committee in 2005.

A standout prep star at De Pere High School for coach Jake Orlowski, Kowalczyk still holds the school record with 53 points scored in a single game for the Redbirds. Kowalczyk is the son of Rod Kowalczyk, longtime coach and athletics director at De Pere.

Kowalczyk and his wife, Julie, have a son, Race (3) and a daughter, Rose (1).

The Tod Kowalczyk File

Head Coaching Experience

Year	School	Record/Conf.	Highlights
2009-10	UW-Green Bay	22-13/11-7	Consecutive 20-win seasons for first time in 14 years; CBI Tournament-second round
2008-09	UW-Green Bay	22-11/13-5	CBI Tournament; most wins since 1995-96; second-place in Horizon League; beat No. 11 Butler
2007-08	UW-Green Bay	15-15/9-9	
2006-07	UW-Green Bay	18-15/7-9	Most wins since 1998-99; third-place in Horizon League
2005-06	UW-Green Bay	15-16/8-8	Third-place in Horizon League
2004-05	UW-Green Bay	17-11/10-6	Second-place in Horizon League, best since 1995-96
2003-04	UW-Green Bay	17-11/11-5	Third-place in Horizon League
2002-03	UW-Green Bay	10-20/4-12	
8 Seasons		**136-112/73-61**	

Assistant Coaching Experience

Year	School	Record/Conf.	Highlights
2001-02	Marquette	26-7/13-3	NCAA Tournament - 1st Round
2000-01	Marquette	15-14/9-7	
1999-2000	Rutgers	15-16/6-10	NIT
1998-99	Rutgers	19-13/8-10	NIT-2nd Round
1997-98	Rutgers	14-15/6-12	
1996-97	Rider	14-14/10-8	
1995-96	Rider	19-11/12-6	
1994-95	Rider	18-11/13-5	
1993-94	Rider	21-9/14-4	NCAA Tournament
1992-93	St. Anselm	20-11/13-5	Northeast-10 Champions; NCAA Division II Tournament
1991-92	St. Anselm	14-16/9-9	
1990-91	New Hampshire	3-25/0-10	
1989-90	New Hampshire	5-23/3-9	

Coaching Committees
Named to National Association of Basketball Coaches Ethics Committee in 2005.

Playing Experience
Minnesota-Duluth (1984-88)

Personal Information
- Date of Birth: June 19, 1966
- Hometown: De Pere, WI
- Family: Wife - Julie; Son - Race (3); Daughter - Rose (1)

Education
B.S., Health Education and Physical Education, Minnesota-Duluth, 1989
M.A., Education Administration, Rider University, 1997

What They Are Saying About Tod Kowalczyk

"The combinations of toughness, integrity, character and humbleness describe Tod Kowalczyk. It's a privilege to watch him coach and an honor to have worked with him at Marquette. Most importantly, he is an example for people to look at in the sense of doing it the right way and making those around him better. The fans at Toledo are going to be energized by his passion, commitment, and willingness to lock in with them as they build the UT program back to where it belongs. The only people that will be more excited will be the players who will feel themselves getting better every day."
- Indiana head coach Tom Crean

"Coach Kowalczyk worked with me every day. I wouldn't be where I am today if it wasn't for him."
- Miami Heat guard Dwayne Wade (Marquette, 2000-03)

"I can think of no better choice for Toledo than Tod Kowalczyk. I've been close to Tod since he entered the coaching ranks, and I've watched him do a phenomenal job on and off the court at Green Bay. I'm looking forward to watching his championship runs and tournament appearances at Toledo in the future."
- Michigan State head coach Tom Izzo

"Tod is a great hire and the ideal fit for leading the University of Toledo program. He is an incredible teacher, possesses a dynamic personality and is a true leader. Toledo is not only getting a tremendous coach, but they are getting a tremendous and passionate family-oriented person that parents should want their kids to play for. Tod has a proven track record with the success that he experienced at Wisconsin-Green Bay, and I'm confident that he will do a terrific job in building the Toledo men's basketball program."
- TCU Coach Jim Christian

"Tod Kowalczyk has done a great job at UW-Green Bay. He is well-deserving of the opportunity to be the head coach at Toledo and I'm sure his teams will be extremely competitive in the MAC. Tod's brand of basketball is exciting and Toledo fans will come to love it. I wish him the best of luck."
- Wisconsin head coach Bo Ryan

"Toledo has made a terrific hire. They are getting a guy who understands what it takes to build a program through recruiting, academic success, and individual improvement on the floor. Tod knows the Midwest and he will do a great job."
- South Carolina head coach Darrin Horn

"I welcome Tod to the state of Ohio. He's had success wherever he has been and I'm sure that will continue at Toledo."
- Ohio State head coach Thad Matta

"Tod Kowalczyk is one of the bright young coaches in the college game. He is an outstanding teacher, tactician, and recruiter, and he has a great feel for the game. Tod also stresses the importance of competing in the classroom just as hard they compete on the court. Toledo made a great hire in Tod Kowalczyk."
- ESPN college basketball analyst Jay Bilas

"This is a great opportunity for both Tod and the University of Toledo. He brings a no-nonsense, blue-collar approach to a program that has had a rich basketball tradition. I'm confident that through his hard work he will have the Rockets in contention for MAC championships for many years to come."
- ESPN college basketball analyst Fran Fraschilla

"I've known Tod for a number of years. Wherever he has been—including Green Bay, Marquette, Rutgers—those programs have improved and become factors in the college basketball world."
- ESPN college basketball analyst Bill Raftery

"Tod is an excellent hire for Toledo. He is a very bright, earnest coach who consistently has improved his teams and players. He has a sharp eye for talent and gets his teams to play with energy, toughness and togetherness. I believe the Toledo program has a lot to offer a coach. The term that's always used around programs such as this is sleeping giant. I hate clichés but I'm not sure there is a better way to put it. Hiring Tod should wake things up!"
– Mike DeCourcey, The Sporting News

UTRockets.com ~ Official Site of Toledo Rockets

TOLEDO BUILDING CHAMPIONS

Head Men's Basketball Coach Gene Cross Resigns

Courtesy: Toledo Athletics *Release: 03/11/2010*

Article Audio/Video

Listen Athletic Director Mike O'Brien's announcement of Gene Cross' resignation

Courtesy: Associated Press

Gene Cross resigned as Toledo's men's basketball coach.

TOLEDO - The University of Toledo announced today that head men's basketball coach Gene Cross has resigned his position effective immediately. UT Athletic Director Mike O'Brien said that the search for Cross's replacement would begin immediately and that assistant coach Bob Sundvold will serve as acting head coach until a new coach is hired.

"I appreciate the opportunity to have been the head men's basketball coach here at UT," said Cross. "I enjoyed my time trying to change the lives of these young men. It is with mixed emotions that I have chosen to move on at this time to pursue other career opportunities."

Said O'Brien, "We would like to thank Gene for his efforts on behalf of the men's basketball program, and wish him well in his future endeavors."

In two seasons at the helm of the Rockets' program, Cross posted an 11-53 win-loss record. He guided UT to a 7-25 mark and a 5-11 Mid-American Conference ledger in his first season. This past season, Toledo posted a 4-28 record and a 1-15 league mark.

Prior to coming to Toledo, Cross served as an assistant coach for 12 years at four different institutions. He began his collegiate coaching career at Illinois-Chicago (1996-02) followed by stops at DePaul (2002-05), Virginia (2005-06) and Notre Dame (2006-08).

Cross played college basketball at the University of Illinois. He earned his bachelor's degree in history from Illinois in 1994 and received a master's degree in sport management at Ohio State in 1996.

Show Menu

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The University of Toledo

Basketball Release
CONTACT: Paul Helgren (419) 530-4918
April 11, 2008
For more information, please go to *www.utrockets.com*

Gene Cross Named Head Men's Basketball Coach at the University of Toledo

TOLEDO, OH – The University of Toledo has hired former Notre Dame assistant Gene Cross as its head men's basketball coach, UT Athletic Director Mike O'Brien announced today.

"We are very pleased that Gene Cross has agreed to join our family at the University of Toledo as the head men's basketball coach," said O'Brien. "Gene has all the characteristics we are looking for in a head coach. He is a bright, hard-working young man with a great love for the game of basketball. He has been associated with programs that have been consistently outstanding on the basketball court, and also have a strong emphasis on academics and personal integrity. I think Gene is a perfect fit to lead our men's basketball program."

Cross has been an assistant coach/recruiting coordinator at Notre Dame under head coach Mike Brey for the past two years. In both seasons the Fighting Irish qualified for the NCAA Tournament, going 25-8 this past year and 24-8 in 2006-07. Brey was named Big East Coach of the Year in both seasons. Cross, a native of Chicago who played his college basketball at Illinois, also has been an assistant at Virginia, DePaul and Illinois-Chicago.

"I'm thrilled to become the next head coach at the University of Toledo," said Cross, who becomes the 17th head coach in UT history, replacing Stan Joplin who was released from his position as head coach last month after 12 years on the job. "I'm excited about joining the tradition of Toledo basketball. I look forward to building on that tradition and taking the program to the next step."

Regarded as a tireless and innovative recruiter, Cross has received national recognition for his impressive history of recruiting success. He was named one of the top 25 recruiters in college basketball by Rivals.com in 2005 and named to the list of "Ten Assistants Ready For the Next Step" by CBSsportsline.com in 2007. The 2003 class recruited while he was at DePaul was ranked in the top 25 in the country by CSTV.com, while the 2000 class at UIC was ranked No. 1 in the Horizon League by *Hoop Scoop*.

Cross helped guide Notre Dame to a 25-8 campaign and 14-4 record in Big East play this past season, the third-most wins in school history. The Fighting Irish advanced to the second round of the NCAA Tournament before falling to Washington State, 61-41. In 2006-07, Notre Dame went 24-8, 11-5 in the Big East, earning an at-large berth to the NCAA Tournament, its first tourney since 2003.

Cross joined the Notre Dame program after spending the 2005-06 campaign at Virginia, helping the Cava-

-Continued next page-

liers to a 15-15 overall record and a fifth-place finish in the Atlantic Coast Conference. Virginia received a berth into the National Invitation Tournament, and Cavaliers' head coach Dave Leitao was named ACC Coach of the Year.

Cross joined the Virginia staff after spending three seasons (2002-05) at DePaul under Leitao where he helped lead the Blue Demons to a 58-34 record and three postseason appearances.

In 2002-03, the first season Leitao and Cross coached at DePaul, the Blue Demons posted a 16-13 overall record after finishing the previous season with 9-19 mark. In 2003-04, DePaul reached the second round of the NCAA Tournament for the first time since 1989 after winning a share of the program's first-ever Conference USA regular-season title, finishing with a 12-4 mark, the most league wins in school history. DePaul defeated Dayton, 76-69, in double overtime in the first round of the NCAA Tournament, before dropping a 72-55 decision to eventual national champion Connecticut in the second round. In 2004-05, the Blue Demons posted a 20-11 record and returned to the NIT, falling in its second game of the tournament to Texas A&M after defeating Missouri 75-70 in first-round action.

Prior to his stint at DePaul, Cross spent six seasons (1996-2002) at Illinois-Chicago where he helped the Flames to two conference championships (1998 and 2002) and two NCAA Tournament berths, the first two in the program's history.

In his final season (2001-02) at UIC, the Flames finished with a 20-14 record and claimed the Horizon League tournament title. With the win, UIC earned an automatic bid into the NCAA Tournament, where it lost to eventual Final Four participant Oklahoma in the first round. The 1997-98 squad tied a school record with 22 wins and captured the Midwestern Collegiate Conference regular-season crown. During the regular season, the Flames had victories over conference champions Michigan State (Big Ten), Illinois State (Missouri Valley) and Valparaiso (Mid-Continent), helping them earn an at-large invitation to the NCAA Tournament.

Cross began his coaching career at Marion-Franklin High School in Columbus, OH, where he coached the freshman boys' team and served as assistant varsity boys' coach during the 1995-96 school year.

A native of Chicago, IL, Cross played his prep basketball at Rich Central High School in Chicago under head coach Ron Brauer. He played four seasons at the University of Illinois from 1990-94. He lettered in his junior and senior seasons, helping the Illini to NCAA Tournament appearances in 1992-93 and 1993-94. He earned his bachelor's degree in history from Illinois in '94 and received a master's degree in sport management at Ohio State in '96. While at Ohio State, he served as a graduate administrative associate in the Department of Recreational Sports.

Cross has served as president of the National Association of Basketball Coaches (NABC) Assistant Coaches Board since 2003, and has also served on the NABC Division I Congress. In addition, he also serves as a member of the NABC Special Committee on Recruiting and Access. Cross also is a member of the Black Coaches Association.

THE GENE CROSS FILE

Assistant Coaching Experience

Year	Position	School	Record/Conf.	Highlights
2007-08	Assistant Coach	Notre Dame	25-8/14-4	NCAA Tournament - 2nd Round
2006-07	Assistant Coach	Notre Dame	24-8/11-5	NCAA Tournament - 1st Round
2005-06	Assistant Coach	Virginia	15-15/7-9	NIT - 1st Round
2004-05	Assistant Coach	DePaul	20-11/10-6	NIT - 2nd Round
2003-04	Assistant Coach	DePaul	22-10/12-4	NCAA Tournament- 2nd Round
2002-03	Assistant Coach	DePaul	16-13/8-8	
2001-02	Assistant Coach	Illinois-Chicago	20-14/8-8	NCAA Tournament- 1st Round
2000-01	Assistant Coach	Illinois-Chicago	11-17/5-9	
1999-2000	Assistant Coach	Illinois-Chicago	11-20/5-9	
1998-99	Assistant Coach	Illinois-Chicago	7-21/2-12	
1997-98	Assistant Coach	Illinois-Chicago	22-6/12-2	NCAA Tournament- 1st Round
1996-97	Assistant Coach	Illinois-Chicago	15-14/11-5	

Other Coaching Experience

Assistant Coach/Head Freshman Coach, Marion-Franklin (OH) High School (1995-96)

Playing Experience

University of Illinois (1990-94)
Letterwinner: 1992-93 and 1993-94
NCAA Tournament: 1992-93 and 1993-94

Personal Information

Born Dec. 20, 1971 in Chicago, IL

Education

B.A., history, University of Illinois, 1994
M.A., sport management, Ohio State University, 1996

What They Are Saying About Gene Cross

"I'm really excited for Toledo and for Gene Cross. He's a great fit. He's been ready to be a head coach the last couple of years but was waiting for the right situation and certainly Toledo is that. Gene is the kind of guy you would want your son or daughter to play for."

- Notre Dame Head Coach Mike Brey

"I think Gene is going to do a great job with the Toledo basketball program and will help them win a championship and get an NCAA Tournament bid. He ranks right up there with any of the assistant coaches I had and 12 of those got major Division I head coaching jobs. He's a tremendous recruiter and a class act."

- ESPN college basketball analyst and former Notre Dame head coach Digger Phelps

"I am extremely happy and pleased that after years of successful and diligent work that Gene gets his first opportunity to be a college head coach. It is well deserved. I couldn't be happier for a young man who is definitely prepared and I am sure he will do very well. Toledo is a terrific university and is in an area of the country that will allow him to do well in recruiting, coaching, and run a very successful basketball program."

- Virginia Head Coach Dave Leitao

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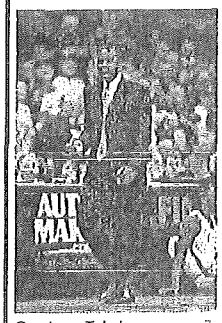
TOLEDO BUILDING CHAMPIONS

Stan Joplin Released From Position as Head Men's Basketball Coach

Courtesy: Toledo Athletics *Release: 03/17/2008*

Press Release in PDF format



Courtesy: Toledo Athletics

University of Toledo Athletic Director Mike O'Brien announced today that Stan Joplin has been released from his position as head men's basketball coach.

TOLEDO, OH – University of Toledo Athletic Director Mike O'Brien announced today that Stan Joplin has been released from his position as head men's basketball coach.

O'Brien said a national search for Joplin's replacement will begin immediately. He indicated that assistant coach Nate Tuori will run the day-to-day operations of the team until a new head coach is named.

"I want to thank Stan Joplin for his years of dedicated service to the University of Toledo as a player, an assistant coach and as a head coach," said O'Brien. "Stan can be proud of many of his team's accomplishments in the past 12 years, both on the court and in the classroom. However, I felt it was time for the men's basketball program to move in a new direction."

Joplin recently completed his 12th season as head coach when the Rockets lost in the quarterfinals of the Mid-American Conference Tournament to eventual champion Kent State, 77-57, last Thursday. The Rockets finished the 2007-08 season with an 11-19 record, 7-8 in MAC play.

Joplin's career record was 203-155 with appearances in the National Invitation Tournament in 1999, 2001, 2004 and 2007. During Joplin's tenure, the Rockets finished in first or second place in the MAC's West Division eight times, including in the 2006-07 season when UT captured the MAC regular-season title. His teams failed to win the MAC Tournament Championship, however, with their best finish coming in 2006 when the Rockets advanced to the championship game before losing to Kent State, 71-66.

Joplin's association with UT basketball spans 22 years as a player, assistant coach and head coach. During his playing career (1975-79), he helped UT post an 82-27 win-loss mark and co-captained the 1978-79 team that won the MAC championship. A 1995 inductee into the University of Toledo's Varsity 'T' Athletic Hall of Fame, he was most famous for his buzzer-beating shot that gave UT a 74-72 upset victory over Iowa in the 1979 NCAA Tournament and propelled the Rockets to the Sweet 16.

Joplin earned second-team All-MAC honors twice (1977-78, 1978-79) and was named first-team Academic All-MAC in 1977. His best season came as a junior when he averaged 10.3 ppg and 6.5 apg. He dished out 12 assists in a game twice in his career and ranks among UT career leaders in assists (428).

Joplin began his collegiate coaching career at Kent State for two seasons (1982-84) as an assistant to former Rocket assistant coach Jim McDonald. He then came back to Toledo for six seasons (1984-90) as an assistant with three years under Bob Nichols and three with Jay Eck.

Joplin next became an assistant coach at Michigan State for six years (1990-96), where he was a part of four NCAA Tournament teams and a pair of NIT squads. He served his first five seasons under Jud Heathcote before working with Tom Izzo in his final year.

Joplin returned to UT to become the Rockets' head coach in 1996. The Rockets made postseason play in Joplin's third season with an appearance in the 1999 NIT. UT opened the 1998-99 season with 10 straight wins, highlighted by consecutive victories over Ohio State, Xavier and Dayton.

UT ventured back into postseason play in 2000-01 with another NIT appearance. The Rockets advanced to the second round before bowing out at Alabama. Toledo also achieved some national notoriety with Joplin's first victory over a nationally ranked opponent, a 69-66 win against No. 18 Cincinnati at the Rock-N-Roll Shootout in Cleveland.

The Rockets returned to the NIT in 2004 and again in 2007, losing in the first round in both years.

A native of Milan, MI, Joplin holds bachelor of education (1979) and master of education (1989) degrees from UT. He and his wife, LaDonna, have two sons, Aaron and Shaun. Aaron works as a student assistant with the basketball program and is a junior at UT, while Shaun is a junior at Sylvania Southview High School where he competes for the varsity basketball, football and track teams.

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www.ncaa.org

October 17, 2007

Mr. Stan Joplin
Men's Basketball Head Coach
University of Toledo
2801 West Bancroft
Toledo, Ohio 43606

Dear Coach Joplin:

I would like to take this opportunity to congratulate you and your team for being a recipient of the NCAA Public Recognition Award. This award is provided to those teams that have an NCAA Division I Academic Progress Rate in the top 10 percent of all squads in their respective sport.

As the head coach, you play a critical role in helping your student-athletes achieve their athletics and academic goals. The academic success of your team demonstrates your commitment to putting the student-athlete first. Your team and student-athletes have demonstrated their commitment in the classroom and in their sport and are setting a great example for all students.

Once again, I congratulate you, your team, the student-athletes, the athletics department and the institution for the outstanding academic achievements of your team.

Sincerely,

Myles Brand
President

MB:dfb

cc: Mr. Rick Chryst
President Lloyd Jacobs
Mr. James M. Klein
Mr. Michael E. O'Brien
Selected NCAA Staff Members

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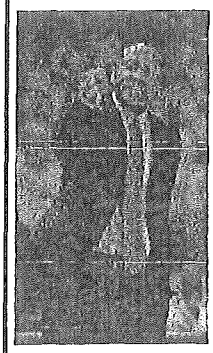
TOLEDO BUILDING CHAMPIONS

Men's Basketball Receives NCAA Award For High Academic Performance

Courtesy: Toledo Athletics *Release: 05/03/2007*



Courtesy: Toledo Athletics

TOLEDO, OH - The University of Toledo men's basketball program ranks at the top of the Mid-American Conference for a second straight year in the National Collegiate Athletic Association's Academic Performance Rating (APR) release this week. Toledo's 994 rating is tied for third place among all NCAA Division I men's basketball programs and trails only Columbia and Davidson.

"The recognition of our academic performance is very important for us, and I want to thank my coaching staff and our academic services department for their commitment to our student-athletes," UT Head Coach Stan Joplin said. "We place a lot of importance on everyone in our program earning their degrees. Our success in the classroom comes from a lot of hard work by the student-athletes as well as the support they receive from everybody that is involved with our program."

The Rockets will have four student-athletes participating in graduation ceremonies on Sunday with Keonta Howell, Justin Ingram, Rashay Russell and Jerrah Young each receiving their degrees. Young still has one year of athletic eligibility remaining and will begin graduate school in the fall.

"It's going to be a special day for our players and their families on Sunday," Joplin said. "When we recruit student-athletes to come to Toledo, our primary goal is for them to graduate because having a college degree is something that will benefit them for the rest of their lives."

The NCAA's APR data was taken from the 2003-04, 2004-05 and 2005-06 academic years and was released this week and included each institution's overall APR as well as a figure for each NCAA championship sport the school sponsors.

In the 2005-06 season, the men's basketball program was one of five UT athletic teams to earn a perfect `1,000' APR. The others were men's golf, women's golf, women's soccer and women's volleyball.

The APR is calculated by allocating points for eligibility and retention -- the two factors that research identifies as the best indicators of graduation. Each player on a given roster earns a maximum of two points per term, one for being academically eligible and one for staying with the institution. A team's APR is the total points of a team's roster at a given time divided by the total points possible. Since this results in a decimal number, the NCAA Committee on Academic Performance decided to multiply it by 1,000 for ease of reference. Thus, a raw APR score of .925 translates into the 925 that will become the standard terminology.

2005-06 Men's Basketball APR
Top Division I Schools - Data from academic years 2003-04 through 2005-06
1. Columbia 1000
Davidson 1000
3. Toledo 994
Belmont 994
Brigham Young 994
Brown 994
Princeton 994
Detroit 994
Yale 994
10. North Carolina 993
UNC Wilmington 993
Villanova 993
13. Harvard 988
14. Holy Cross 987
Dartmouth 987
Rider 987
17. Saint Louis 986
Illinois 986
Wake Forest 986
20. Bucknell 983

Mid-American Conference Men's Basketball APR Rankings

1. Toledo 994
2. Western Michigan 976
3. Miami 968
4. Ohio 965
5. Ball State 949
6. Northern Illinois 944
7. Buffalo 941
8. Bowling Green 939
9. Central Michigan 934

10. Akron 927
11. Kent State 890
12. Eastern Michigan 875

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TOLEDO BUILDING CHAMPIONS

Men's Basketball Tops MAC in NCAA Academic Performance Rate Statistics

March 2, 2006

TOLEDO, OH - The University of Toledo men's basketball program leads all Mid-American Conference schools in the National Collegiate Athletic Association's Academic Performance Rating (APR) release this week. Toledo ranked third in the MAC last year, but this year's 990 rating placed it ahead of Ball State (981) and Miami (980). UT's 990 rating ranks in the Top 10 percent of all NCAA Division I men's basketball programs.

"We're very pleased that our program's academic efforts are being recognized," UT Head Coach Stan Joplin said. "We have worked really hard on improving in this area over the last few years and it's nice to see that hard work pay off."

The NCAA's APR data was taken from the 2003-04 and 2004-05 academic years and was released this week and included each institution's overall APR as well as a figure for each NCAA championship sport the school sponsors.

The APR is calculated by allocating points for eligibility and retention -- the two factors that research identifies as the best indicators of graduation. Each player on a given roster earns a maximum of two points per term, one for being academically eligible and one for staying with the institution. A team's APR is the total points of a team's roster at a given time divided by the total points possible. Since this results in a decimal number, the NCAA Committee on Academic Performance decided to multiply it by 1,000 for ease of reference. Thus, a raw APR score of .925 translates into the 925 that will become the standard terminology.

Mid-American Conference APR Rankings

1.	Toledo	990
2.	Ball State	981
3.	Miami	980
4.	Western Michigan	965
5.	Ohio	962
6.	Northern Illinois	938
7.	Akron	931
8.	Bowling Green	930
9.	Buffalo	913
10.	Central Michigan	898
11.	Eastern Michigan	858
12.	Kent State	856

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TOLEDO BUILDING CHAMPIONS

Men's Basketball Ranks Among Top Three in MAC in NCAA Academic Performance Rate Statistics

March 3, 2005

TOLEDO, OH - The University of Toledo men's basketball program ranks third among Mid-American Conference school in the National Collegiate Athletic Association's Academic Performance Rating (APR) release this week. The only schools to rank ahead of the Rockets' 979 rating were Miami (983) and Ball State (981). UT's 979 rating ranks in the 70th-80th percentile of all NCAA Division I men's basketball programs.

"We're extremely pleased that our program has been recognized for our academic efforts," UT Head Coach Stan Joplin said. "It's an area that we have really worked on improving in the last few years and it's nice to see that hard work pay off."

The NCAA's APR data was taken from the 2003-04 academic year and was released this week and included each institution's overall APR as well as a figure for each NCAA championship sport the school sponsors.

The NCAA has established an APR of 925 as a threshold for programs to meet and will be using data from 2003-04 and 2004-05 to determine penalties for programs. Penalties for teams having below an APR of 925 will possibly include loss of scholarships.

The APR is calculated by allocating points for eligibility and retention -- the two factors that research identifies as the best indicators of graduation. Each player on a given roster earns a maximum of two points per term, one for being academically eligible and one for staying with the institution. A team's APR is the total points of a team's roster at a given time divided by the total points possible. Since this results in a decimal number, the NCAA Committee on Academic Performance decided to multiply it by 1,000 for ease of reference. Thus, a raw APR score of .925 translates into the 925 that will become the standard terminology.

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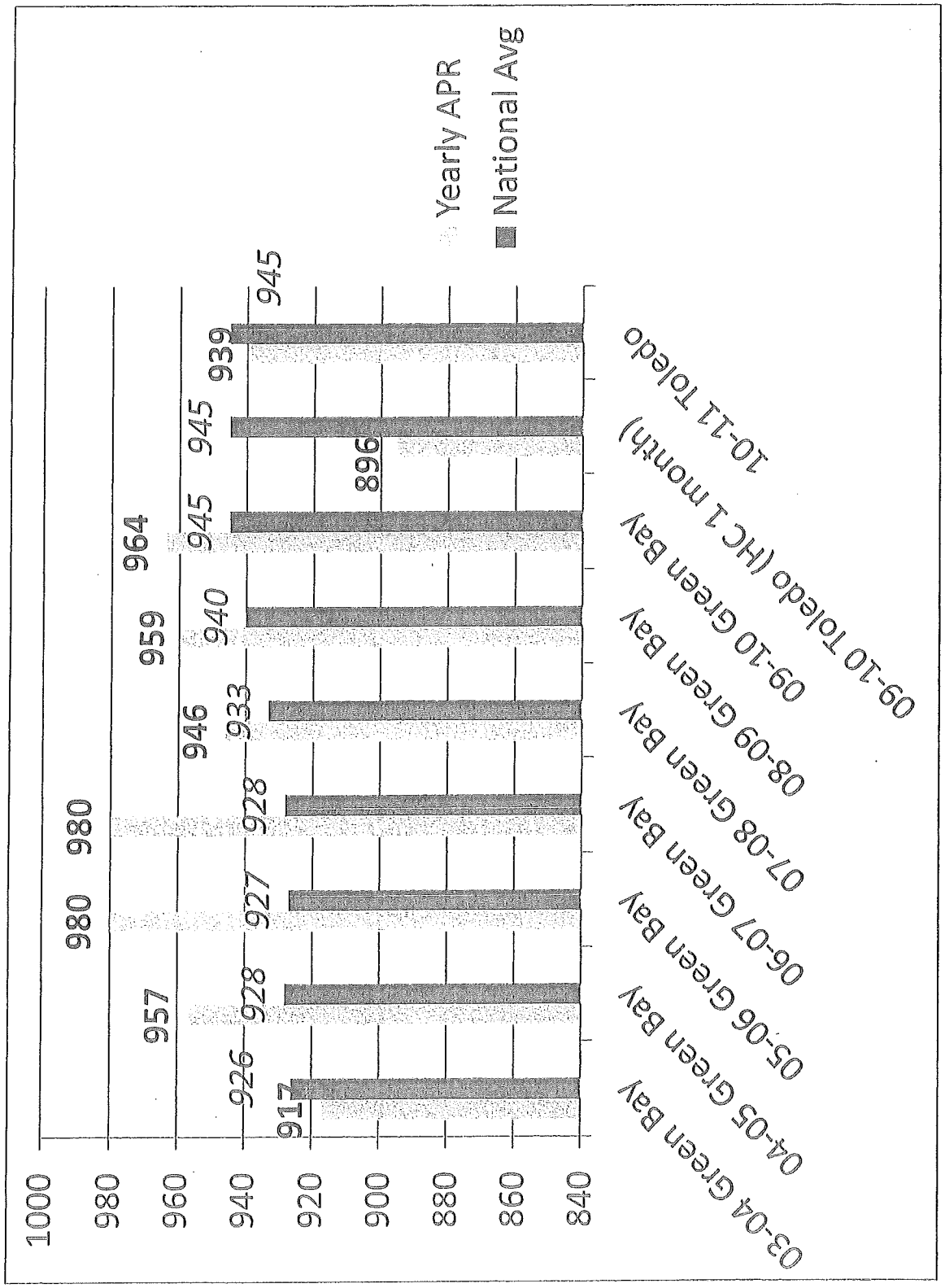
Tod Kowalczyk's Career APR



2011 Fall Semester Grade Summary
Men's Basketball

Early Alert Reports are in this color/ 1st set of progress reports are in this color/ midterm grades registered on the computer by a professor are in this color/2nd set of progress reports are in this color. Final Grade in this color.

If there is nothing next to the course, then the professor never responded to our early reports forms, 1st and 2nd progress reports, and/or any email attempts.

Brown, Julius R01002700
MATH0950 – 020 as of 10/22 – professor reported on the computer NC as of 11/15 - D Final Grade NC
SOC1010 – 004 as of 9/23 - B, as of 9/30 – C+ (includes first exam) as of 11/22 – C (74%) Final Grade C
ENGL1100 – 034 Final Grade C
AL1120 - 003 as of 9/23 – A, as of 10/5 – A as of 10/22 – professor reported on the computer C Final Grade B-

Buckley, Dominique R00925149
ANTH2800 - 005
SPAN2140 - 007 as of 9/23 – 92.58% as of 11/22 – no grade recorded, prof. states – I took over this class for a teacher on medical leave, at this time records are not complete. Information reflects my records as of 10/3 Final Grade D
COMM2400 - 004 as of 9/26 – seems interested, no grade recorded, as of 10/4 – form returned, prof. states – can not evaluate as of 11/17 – due to FERPA prof. will not fill out form Final Grade C
COMM3870 - 002

Dear, DeLino R00923905
BUAD1020 - 002 as of 9/23 – D… but can make this up as of 10/10 – D, Delino has made improvements regarding his assignments. Final Grade B-
BMGT1500 - 902 Final Grade C
MATH1260 - 002 as of 11/15 – D Final Grade C
HEAL3300 - 003 as of 9/23 – doing well no grade recorded as of 11/16 – B Final Grade B

Dennis, Curtis R00950434
PSC1200 - 004 as of 10/12 – can not evaluate (70/100 & 47/100) as of 12/6 – can not evaluate 150/200 quizzes, 47/100 and 51/100 on exams Final Grade D+
CRIM2200 - 901 as of 12/6 – A Final Grade A-
CRIM2230 - 901 as of 11/15 – 82/100 exam 152/190 total points Final Grade A
CRIM2210 - 003 as of 9/23 – A Final Grade A

Ewing, James **R00930016**
BUAD1020 - 002 as of 9/23- F...but can make this up as of 10/10 – D-, James has made improvements on current assignments! Final Grade C
MUS2220 - 004 as of 11/15 – returned blank Final Grade A
MATH0980 - 006
PHYS1310 - 001
RCRT4000 - 901 Final Grade B

Holliday, Maurice **R00920140**
BUAD1020 - 002 as of 9/23 – D... but can make this up Final Grade B-
BMGT2110 - 901 Final Grade B
MATH0980 - 006
RCRT4010 - 902 – as of 10/10 – 65/95, prof. states – Needs to stay engaged, I suggest he proof read his work before posting or submitting as of 11/16 – no grade recorded, prof. states – Currently Maurice has 108 points. I suggest that you have Maurice let you view the Grade Center so you can see what he earned on assignments. Final Grade B-

Majerle, Ryan **R00925958**
MATH1830 - 001
MATH1980 - 001 as of 9/29 – B, prof. states – Ryan appears to be a good solid student Final Grade A
ANTH2800 - 005
ETPT2020 - 010 as of 9/23 = A Final Grade A
ENGL1110 - 081 as of 10/12 – A as of 11/1 – professor reported on the computer A Final Grade A

Mathew, Alexander **R00890157**
BUAD1020 - 006
BUAD1010 - 002 as of 9/25 – doing well not grade recorded Final Grade A
MATH1260 - 007 as of 10/3 – A as of 11/1 – professor reported on the computer A as of 11/22 - A Final Grade A
ENGL1110 - 070 as of 9/23 - A, as of 10/6 – A as of 11/22 – A, prof. states – AJ is a very conscientious student. He is always looking for ways to improve and he asks well thought out questions in class Final Grade A
ECON1150 - 009
BUAD1000 - 007 as of 9/26 - A, as of 10/6 – A, prof. states – a pleasure to have in class! Final Grade A

Moss, Justin R01005413
AL1120-003 as of 9/23 - A, as of 10/5 – A Final Grade C
ANTH2800-008
ENGL1100-036 as of 10/12 – A Final Grade A
MATH1190-901 as of 10/5 – A Final Grade B+
MATH1200-011 as of 9/27 – A or B Final Grade B

Pearson, Rian R00922032
BUAD3030 - 006 as of 11/23 – B, prof. states – continued improvement throughout the semester Final Grade B+
BMGT2110 - 001 as of 9/23 – A to a B, as of 10/4 – prof. states – Rian has missed two papers but is working ahead where he can, is doing ok overall as of 11/22 – D+, prof. states – Grades are tentative as there is still work by all students to be handed in Final Grade A
MATH0950 - 024 as of 9/23 – struggling, but grade is improving 40% to 70% to 80%, as of 10/4 – homework 200/200, quizzes 40/100, 83/100, 79/100, tests 70/100, 46/100(has opportunity to earn ½ point if corrections are made) Final Grade NC
RCRT4010 - 902 as of 10/10 – 79/95 – prof. states – Needs to proofread work before submitting and fully read assignments requirements. He still has 105 points left to achieve so he can still do well as of 11/16 – no grade recorded, prof. states – 131 pts. very engaged Final Grade B+

Riddle, Zachary R00915433
ASTR1010 – 003 as of 9/26 - B as of 10/14 - B as of 11/21 – B Final Grade B+
MATH1260 - 002
ENGL1110 - 078 as of 10/12 – A as of 11/1 – professor reported on the computer A Final Grade A
ECON1150 - 004 as of 9/21 – doing ok Final Grade B
AL1000 - 007 as of 11/16 – C, prof. states – Zach has a C+/B- right now. His attendance is great and I hope to see him earn a solid B Final Grade B-
AL1120 - 004 as of 10/5 – A Final Grade B+

Smith, Matthew **R00922034**

PHIL2400 - 002 as of 11/23 – can not evaluate, prof. states – I have yet to see the midterm paper despite several contacts, due 10/13. I have yet to see the first assigned assessment to one of our readings, due 11/10. M. Smith said he emailed the former, though I had asked for a hard copy. Upon checking my inbox/deletes/junk boxes, no such email was received Final Grade B

ASTR1010 – 003 as of 9/26 - B as of 10/14 – C as of 11/21 – C Final Grade C-

ENGL2730 - 001 Final Grade C-

RCRT4010 – 902 as of 10/10 – 0/95 – prof. state – I think he dropped the course....no grades as of 10/24 – professor reported on the computer F as of 11/16 – no grade recorded, prof. states – 22pts. He will probably not pass this course due to his not being involved for 8-9 weeks. He is aware of the fact that he may not pass. Also, he did not make an appointment to see me. Final Grade F

Speicher, Michael **R00952982**

ANTH2800 - 002

ENGL1100 – 041 as of 9/23- A as of 9/29 – A/B – prof. states – Great student. Very engaged as of 11/16 – A, prof. states – Great Student Final Grade B+

ARS1000 - 010 as of 9/23 – doing well, as of 9/30 - A as of 11/17 – A/B, prof. states – this course met the first 8 weeks of the term. Final grades will be given shortly. Michael did fine Final Grade A

HIST1020 - 002 as of 9/27 – A/B as of 11/21 – can not evaluate at this time (171/215) Final Grade B

MATH1180 - 029 as of 9/30 – A as of 10/22 – professor reported on the computer B+ as of 11/21 – B Final Grade A

Wonnell, Richard **R00852395**

BUAD2040 - 006 as of 11/15 – C Final Grade C

BUAD2060 - 003 as of 9/26 – A- , as of 9/30 – B (30/35 pts. so far) Final Grade A-

BUAD2000 - 005 as of 11/16 – class just started second 8 weeks, professor sent it back blank Final Grade A-

BUAD2080 - 002 as of 9/27 – no grades at this time as of 11/15 – A Final Grade B+

BMGT2700 – 901 as of 9/23 - has 100% so far Final Grade A

PSY1010 - 902

SPRING 2012

CURTIS DENNIS WEEKLY CLASS BREAKDOWN

WEEK OF: **JANUARY 30 – FEBRUARY 5**

CRIM 1240-901 | 3.0 CREDITS | POLICING ONLINE | MICK DIER
*** ONLINE CLASS ***

- ONLINE CLASS!
- He Has completed one online Discussion Board already
- Has a Quiz ONLINE – goes up this Sunday + closes on Wednesday
- He also Has another Discussion Board Post to do by Friday
- Has Had Two Professor Posts – loves them!

CURRENT GRADE: A

PHIL 2400-B01 | 3.0 CREDITS | CONTEMPORARY MORAL PROBLEMS | KYTHARAH DE OLIVEIRA
*** ONLINE CLASS ***

- Has only had one assignment for this class so far
- Garrett is also in this class
- Quiz #1 is online + is due on February 6th

CURRENT GRADE: WAITING TO GET ASSIGNMENT GRADE...

CRIM 2200-002 | 3.0 CREDITS | JUVENILE JUSTICE | JOHN SHUBA
MONDAY, WEDNESDAY * 2:00-2:15 PM * HEALTH SCIENCE & HUMAN SERVICES 1900

- This is a BIG class (100+ people)
- So far, all class Discussions, lectures, Powerpoints
- NO GRADES YET!
- 1st EXAM: February 14th

CURRENT GRADE: NO GRADES YET

CRIM 3210-003 | 3.0 CREDITS | CRIMINAL INVESTIGATION II | MICK DIER
TUESDAY, THURSDAY * 12:30-1:45 PM * HEALTH SCIENCE & HUMAN SERVICES 3400

- He Loves this class – very interesting to him
- This week, they had a guest speaker
- He Likes this class + Group Project Begins Next Week

CURRENT GRADE: NO GRADES YET

Agenda

ADVISORY COMMITTEE TO THE PRESIDENT
DEPARTMENT OF ATHLETICS

Wednesday, May 13, 2009
11:30 a.m.
Savage Arena Conference Room

Call to Order	- Dick McQuade
APR Update	- Mike O'Brien
Competitive Team(s) Update	- Mike O'Brien
Indoor Practice Facility	- Mike O'Brien
Men's Basketball Update	- Bob Sundvold
NCAA Men's Golf	- Jamie Mauntler
Other Items for Discussion	- All

MICHAEL O'BRIEN
Director of Athletics

F B

B- Ball

W- Loops - 2nd in Div

Tricia

Baseball - 1st in West

M Tennis - 2 lost 4-3

W Tennis - Semis

M Golf - 3rd in MAC

W Golf - Best Spring ever, 5th

W Swim - 3rd

Soccer

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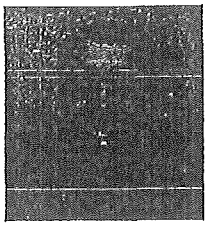
(419) 530-4987 • FAX: (419) 530-4428 • E-Mail: michael.obrien6@utoledo.edu

2009-10 Toledo Men's Basketball Recruiting Class

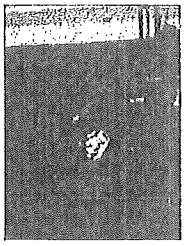
Name	Yr.	Pos.	Ht.	Wt.	Hometown - High School/Prep School
Jake Barnett	Fr.	G	6-5	190	Wauwatosa, WI - East/Notre Dame (MA)
Jordan Dressler	Fr.	F/C	6-8	245	Columbia, MO - Rock Bridge Senior
Josh Freelove	Fr.	G	6-1	175	North Lauderdale, FL - North Broward Prep
Malcom Griffin	Fr.	G	6-4	205	Chicago, IL - Hyde Park
Hayden Humes	Fr.	F	6-8	210	Valparaiso, IN - Valparaiso
Devin Russell	Fr.	F/C	6-9	210	Toledo, OH - Start
Nell Watson	Fr.	G	5-10	165	Kansas City, KS - Sumner Academy



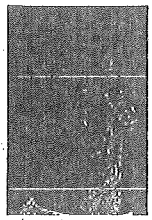
Jake Barnett played this past season at one of the top prep schools in the country — Notre Dame Prep in Fitchburg, MA — and helped the Crusaders to a 29-6 win-loss mark. A played who does all the little things, he averaged eight points and four rebounds per game for a team that included several future NCAA Division I players and closed out his campaign with a 22-point effort against Brewster Academy in the first round of the National Prep Championship. As a senior, Barnett helped Wauwatosa East High School to the 2008 Wisconsin Division I state title and registered 15 points and seven rebounds in the championship game. He received honorable-mention all-state accolades after averaging 12 points per game.

Jordan Dressler is expected to provide the Rockets an inside presence and someone with the potential to produce double-doubles on a nightly basis. A finalist for Missouri's Mr. Basketball, Dressler was a two-time all-state honoree and led the Bruins to a 28-3 mark and third-place finish in state, averaging a team-high 14.4 points and 8.0 rebounds. As a junior, he averaged a team-high 17.8 points and 12.8 rebounds per contest. Dressler also received all-district accolades as a sophomore after averaging 9.0 points and 9.8 rebounds per game and helping his school to the first of two district titles.

Josh Freelove is a quick, athletic point guard who can create plays for himself and others around him. He averaged 26.5 points and five assists per game as a senior and 21 points as a junior for North Broward Prep in Coconut Creek, FL. He scored a career-high 37 points against American Heritage and Coral Springs Charter this season and was also named to the Miami Herald's All-Broward Class 1A-3A First Team this year. Freelove also represented Broward in the South Florida All-Star Basketball Classic at AmericanAirlines Arena on March 13 where he placed second in a dunk contest.

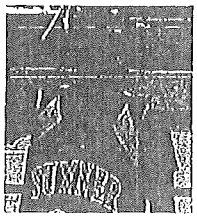


Malcom Griffin is an unselfish all-around player who can play a number of positions. He helped Hyde Park to a 27-5 overall win-loss mark and appearances in the Illinois Class 4A supersectionals and Chicago Public League's championship game. He averaged 17 points, seven assists and five rebounds per game, and earned South MVP honors by scoring 28 points in just 13 minutes of action in the Chicago Classic All-Star Game on April 3.



Hayden Humes possesses a nice shooting touch and has made his mark at the prep level as a face-the-basket type of player. A first-team all-area selection and honor student, he led his team with 14.8 ppg and 6.5 rpg and ranked second in assists (2.8) and shot 45 percent from three-point range as a senior. He averaged 12.5 points, 5.5 rebounds and 3.0 assists per game as a junior.

Devin Russell is someone who can alter opponent shots and help UT control the boards. A third-team all-district honoree as a senior for Start High School, he led the City League in rebounding for a second straight year with 12.8 boards per contest in addition to averaging 16.5 ppg. As a junior, he averaged 9.5 points, 12.6 rebounds and 3.0 blocked shots per game.



Neil Watson is a speedy point guard with tremendous outside shooting skills who earned Class 4A first-team all-state accolades after helping Sumner Academy (21-3) to league and regional titles and an appearance in the state quarterfinals. The Kansas City Kansan's 4A Player of the Year topped the 1,000-point mark in his prep career and help the Crusades to a second straight undefeated run through conference play. He averaged a team-high 23.3 points per game as a senior and tallied a season-high 33 points vs. Washington High School, thanks in part to hitting eight straight three-point field goals in the first half. In his junior campaign, Watson averaged 17.2 points and 6.5 assists per game.

APR HISTORY OF UNIVERSITY OF TOLEDO SPORTS PROGRAMS, 2004-05 THROUGH 2007-08

SPORT	2004-05	2005-06	2006-07	2007-08	SINGLE YEAR SCORE 2007-08
Baseball	982	972	978	983	1000
Football	856	886	892	908	938
M. Basketball	990	994	979	938	804
M. Cross Country	800	860	889	891	906
M. Golf	983	989	991	984	971
M. Tennis	923	943	952	932	853
W. Basketball	938	938	939	943	911
W. Cross Country	955	963	954	972	1000
W. Golf	941	957	960	984	1000
W. Soccer	978	986	984	995	1000
W. Softball	938	934	946	966	987
W. Swimming	962	957	962	968	980
W. Tennis	1000	988	992	992	1000
W. Track (Indoor)	942	936	941	951	980
W. Track (Outdoor)	942	936	941	951	980
W. Volleyball	967	979	985	1000	1000

Note: APR figures represent four-year rolling averages.

TRANSFORMING ATHLETICS AT THE UNIVERSITY OF TOLEDO

Athletics Advisory Committee

First Report

To: Dr. Lloyd A. Jacobs
UT Board of Trustees

In June 2007, The University of Toledo Intercollegiate Athletics Strategic Planning (IASP) Committee issued its Report Card of Strategic Directions for UT Intercollegiate Athletics.

That document exhaustively explored the strengths and weaknesses of UT's athletic programs and proposed several strategic directions.

On August 17, 2007, Dr. Lloyd Jacobs established this Athletics Advisory Committee to advise the President on a continuing basis concerning the implementation of the Strategic Plan of the Department of Athletics. This report examines the IASP Committee strategic directions and proposes several goals.

Alfred A. Baker
Lawrence Burns
Thomas Gutteridge
William G. Logie
Kenneth Long
Richard B. McQuade, Jr. - Chairman
Michael E. O'Brien
Kaye Patten Wallace
James M. Rankin
Alice Skeens
Charles A. Sullivan
John S. Szuch

Preface

The Strategic Plan finds that championship athletics significantly enhances several university interests. Our research found additional support for those conclusions.

Enrollment

"When choosing among schools that offer athletic programs, non-athletes prefer schools that have winning record to those that do not."

-- 1989 Study by R. W. Pulsinelli, M. V. Borland & B. L. Goff

Boise State, Missouri, University of Connecticut, and University of Massachusetts all experienced significant application increases after winning seasons.

Caliber of Applicants and Higher Graduation Rates

"good things follow when schools obtain successful football programs – namely larger alumni donations, a higher caliber of applications and increased graduation rates"

-- Dr. Irvin B. Tucker, Associate Professor of Economics at University of North Carolina

Alumni Donations

"There is a positive relationship between overall winning percentages and donations to endowments and alumni giving . . ."

-- Conclusion of a 1994 Study by Grimes and Chressanthis

The UT Strategic Plan found that athletics generates considerable good will among alumni.

Branding, Image and Community Engagement

"The reputation of an academic institution is closely tied to its sports programs. Thrilling performances by teams score points for the institution."

-- 2006 Perceptual Study of the Impact of Athletic Programs by L. M. Gigliano

Community Engagement

The Athletic Strategic Plan found that during FY 2005, UT Athletics contributed a total economic impact of almost $27.2 million to Ohio's economy; UT Athletics supported 400 Ohio jobs; and, UT Athletics generated almost $2.7 million in total tax revenues

The Student Athlete

In return for their sports participation, universities promise a college degree.

Compared to non-athlete students, athletes have less control over their classroom experience.

Practice, training, games and travel are responsible for the long hours athletes spend on sports. For instance, the NCAA estimates that Division I football athletes spend as much as 44.8 hours per week on practice, training and games.

Often sports participation dictates what these athletes do on breaks and during summer months.

The Athletic Strategic Plan found that our student athletes are significantly involved in non-athletic extra-curricular activities. 42% of our female student athletes and 24% of our male athletes are involved in student activities outside sports.

The university needs to respond to these circumstances in at least two respects:

- Make certain that time demands are reasonable, and
- Provide additional educational support.

The graduation rates of all NCAA Division 1A institutions are found in Exhibit A. The MAC schools are highlighted as follows:

BGSU	87%
Miami University	86%
Ball State	85%
Ohio University	83%
Buffalo	82%
Central Michigan	80%
Northern Illinois	79%
Toledo	79%
Kent State	78%
Western Michigan	74%
Akron	73%
Eastern Michigan	72%

Nationally, UT is probably in the top 60th percentile.

The athletic academic performance in Spring 2007 was strong and improving:

- 12 teams earned a GPA of 3.0 or better
- 57% of all student athletes earned a 3.0 or higher GPA
- 21 student athletes earned a 4.0 GPA
- 110 student athletes were named to the Dean's List with a 3.5 GPA or better
- UT athletes graduate success rate was 83% (5 point above the national average)

Some sports, notably football, remain below the NCAA's established Academic Progress Rate. Progress is being made and football expects to meet the minimum APR in 2009.

The UT Athletic Strategic Plan calls for additional tutors, a continuation of the study table and recommends all incoming athletes be registered in summer school.

The Advisory Committee recommends that the number of tutors be doubled from10 to 20 and that the Athletic Department provide additional funding for summer school.

We further recommend that the Board and the Administration set a three-year goal that UT rank in the top 25% graduation rates in NCAA Division I.

Athletic Championships

The Athletic Strategic Plan calls for UT to consistently compete for MAC Championships. Specifically, the Plan calls for UT to field teams . . . which are competitive for conference championships and the national opportunities that conference championships bring.

UT does not consistently compete for MAC Championships.

Of 80 possible MAC Championships in the last 5 years
(16 sports x 5 years)

- 4 UT MAC Championships
  Football
  Men's Golf
  Women's Soccer
  Men's Basketball

- 4 UT Division Titles (including football and basketball championships above)

- Additionally, there were:
  5 – 2nd Places
  5 – 3rd Places
  13 – 4th Places
  11 – 5th Places
  12 – 6th Places
  5 – 7th Places
  6 – 8th Places
  5 – 9th Places
  5 – 10th Places
  1 – 11th Place
  1 – 12th Place

In 80% of the cases UT placed 4th or below – Exhibit B.

The Athletic Advisory Committee recommends that the Board and the Administration set a three-year goal that UT consistently competes for MAC championships in all sports.

Athletic Facilities

The UT Athletic Strategic Plan states the Committee "unanimously concludes UT should . . . construct an indoor practice facility. UT's continued investment in Athletics facilities must remain a key priority."

The IASP Committee "strongly believes that athletic facilities are necessary for recruiting, enhancing the competitiveness of our athletes and bolsters UT's image."

The renovated Savage Hall will improve men's and women's basketball recruiting

The indoor facility and the weight room are essential to recruiting and training.

Without both UT should expect a 7-5 football record to be successful.

Without both we cannot expect to win MAC Championships.

The Advisory Committee recommends UT immediately begin construction of an indoor facility and a weight room.

Athletic Finances

The Athletic Strategic Plan stated "UT must increase its financial investment made in athletics." The plan stated "It appears UT underfunds athletics and that basing the athletics funding model on student fees is problematic."

How does UT's financial commitment to athletics compare to other Mid American Conference institutions?

- UT ranks seventh in MAC
- UT's university support is $612,000 below MAC average annually
- UT's total financial support is $837,046 below the medium of the first quartile of the MAC
- UT's university support is $2,446,000 below the average of the first quartile of the MAC – Exhibit C

The financial commitment to construct an indoor facility and a weight room is one part of the athletic financial picture, the other part is salaries.

UT's Athletic Department salaries are woefully below even MAC standards Exhibit E. This may account for frequent losses of assistant coaches, although following upward moving head coaches is also a factor.

UT coaches' salaries are $1,281,000 below the highest MAC coaches in all sports – Exhibit D.

UT's Athletic administrative salaries are $400,000 below the highest administrative salaries in the MAC.

There appears to be a direct relationship between coaches' salaries and championships.

Some examples are:

Men's Basketball

- Northern Illinois new coach $300,000
- Kent, Akron and Ohio University all follow in the range of $250,000 to $300,000 three of the MAC's best teams
- UT $175,000

Women's Basketball

- Ball State $182,000 won their division and were the pre-season favorite this year
- BGSU is right behind winning MAC title three straight years
- UT $143,000

Football

- Northern Illinois $340,000
- UT $305,000 is very competitive with Ohio University close behind.

Women's Volleyball

- Ohio University $100,000 the league power
- Miami $82,000 won the title this year
- UT $69,000

Men's Tennis

- Ball State $89,000 win the league almost every year
- UT $43,000

Women's Golf

- Kent State $65,000 generally the best team in the league
- UT $44,000

Men's Golf

- Kent State $100,000 the best team in the MAC
- $43,000

The Advisory Committee believes that UT must offer competitive salaries so that talented personnel can be recruited and kept. This Committee is not suggesting that raises be given to existing Athletic Department personnel. This Committee is suggesting that the Administration be prepared to offer competitive salaries to first-rate coaches and assistant coaches.

The Advisory Committee has assessed the additional capital and operating costs necessary to achieve the goals called for herein, and some possible revenue sources.

Capital Needs

Weight Room	$ 2,000,000	
Indoor Practice Facility	12,000,000	
Total		$14,000,000

Annual Operating Expense

Coaching Salaries	$1,000,000	
Administrative and Development Salaries	500,000	
Summer School	250,000	
Tutoring	50,000	
Total		$1,800,000
Financing of Capital (15 years 4.75%)		$1,468,478 (1)
Total		$3,268,478

Revenue

Philanthropy	$ 850,000 (2)	
Ticket Sales (Football, Basketball)	1,300,000 (3)	
Enrollment	849,228 (4)	
Total		$2,999,228

(1) Other amortizations – Exhibit E1

(2) This Committee recommends that a new Athletic Development Officer be hired. The "rule of thumb" is that a Development Officer can raise 7 to10 times his or her salary.

(3) Figure is derived from 80% of full capacity at football and basketball games – Exhibit E2

(4) Assumes a net gain of 176 students or a 10% increase. Other assumptions – Exhibit E3

Summary

The Advisory Committee recommends that the Administration and the Board of Trustees implement UT's Athletic Strategic Plan by setting the following goals:

- That UT consistently compete for Mid American Conference championships in all sports.

  To accomplish this goal, UT must construct an indoor facility, construct a new weight room and be prepared to pay competitive coaching salaries.

- That UT rank in the top 25% in graduation rates of all NCAA Division I universities.

  To accomplish this goal, UT should require summer school for all incoming freshmen athletes, require summer school as necessary for other athletes and double the number of tutors.

THE UNIVERSITY OF TOLEDO
ACADEMIC OUTCOMES FOR STUDENT-ATHLETES

Review of Programs and Services

Academic Advising

Student-athletes consult with two individuals: a *college adviser* in their designated academic program; and their team's assigned *academic coordinator* in the academic center for student-athletes. Due to scheduling limitations, student-athletes receive priority registration each year so that they can select courses that do not conflict with practice times. To enroll in courses for future terms, they are required to complete an advising form (see Attachment 3) in consultation with their college adviser and return a copy to their academic coordinator so that all parties are aware and confident that they are taking classes that are applicable to their degree program. They also meet regularly with their academic coordinator to monitor their progress-toward-degree and other rules of eligibility; review academic program options prior to declaration of their major; and discuss career options that are relevant to their degree program.

Tutoring / Other Services for At-Risk Students

The academic center employs a learning specialist who currently works 30 hours per week. Trained through the University's Learning Enhancement Center (LEC), she specializes in writing and study strategies and coordinates all other tutoring in the academic center. This year we have significantly increased our tutoring staff due to the additional funding allocated from the Office of Academic Affairs.

Starting with the 2005-06 academic year, budget increases totaling $46,976.00 have allowed for the hiring of additional tutorial support, along with an organizational specialist to work with first-year and other at-risk student-athletes. The organizational specialist provides information about campus services and administrative procedures, offers advice about academic programs on campus, and models time management skills for student-athletes to facilitate their adjustment to the demands of college life. Further enhancements are anticipated for the 2006-07 academic year.

Student-athletes are also encouraged to utilize the campus' tutoring services through the LEC, which is open and free of charge to all students. Hours of availability are posted in the academic center. Additionally, academic center staff urge student-athletes to participate in the LEC's Supplemental Instruction (SI) program. A newer and innovative approach to learning and reinforcement of content, SI instructors are students who have already taken a course and are paid to facilitate group help sessions prior to scheduled exams. Data has shown that those who participate in SI perform much better than those who do not. Courses for which SI sessions are offered include biology, chemistry, and calculus.

Below is a historical account of tutoring session numbers over the past five years:

Year	Content Area	Sessions	Content Area	Sessions
2001-2002	Writing/Study Strategies	326	Math/Science	132
2002-2003	Writing/Study Strategies	404	Math/Science	83
2003-2004	Writing/Study Strategies	577	Math/Science	133
2004-2005	Writing/Study Strategies	517	Math/Science/Business	147
2005-2006	Writing/Study Strategies	597	Math/Science/Business	239

Success Skills

All first-year student-athletes are required to participate in the academic center's *targeting program*, a time management and academic goal setting initiative to assist them in their adjustment to the academic rigors of college. Individuals meet with their academic coordinator weekly or biweekly to discuss instructors' expectations in each course, assess their academic progress, review grade updates and feedback from instructors' mid-semester academic progress reports, and develop action plans in areas where improvement is necessary. Information from these regular meetings is promptly communicated with coaches.

Study Table

The academic center requires study table for first-year student-athletes and others who are not performing up to their potential academically. Individuals assigned to mandatory study table generally attend a minimum of six hours per week, although in some instances the academic coordinator and coach impose a higher requirement. The academic center offers extensive hours each week:

Sunday	*5:00 pm – 9:00 pm*
Monday-Thursday	*8:00 am – 9:00 pm*
Friday	*8:00 am – 5:00 pm*

First-Year Orientation/Placement Testing

All incoming first-year students are required to attend *Rocket Launch*, the University's orientation program. Prior to the students' designated orientation session, they are required to take placement tests in mathematics, writing, and any other content area designated by their chosen academic program. Results from these tests are used by college advising staff to select appropriate courses in the first semester.

Student-athletes also attend a special session at the end of their orientation day to address the unique needs and expectations that pertain to them. Academic center staff, the Assistant Athletics Director for Compliance, the scholarship coordinator, and the eligibility certification officer conduct a presentation. Academic staff review newly-created class schedules and address any scheduling issues prior to their return to campus in the fall.

Monitoring of Academic Progress

The academic center mails progress reports to instructors of all student-athletes. These reports are sent at the 5th week and 11th week of each 17-week semester. Feedback from instructors includes attendance, level of class participation, performance on quizzes, tests and papers, narrative comments, and an approximate grade at that point of the term. Feedback is reviewed with the student-athlete and communicated promptly to the student-athlete's coach. Individuals who are struggling in a course are required to meet with the instructor to review their progress and develop a plan to improve their performance.

Assistance for Special Academic Needs

Students with diagnosed learning disabilities are able to receive approved accommodations through the University's Office of Accessibility. The individual initially meets with a disabilities specialist to review accommodations and reviews the process for receiving such assistance. The learning specialist and academic coordinators in the academic center communicate with

staff in the Office of Accessibility concerning student-athletes who receive accommodations to ensure they follow through with their responsibilities with that office and with instructors.

Post-Eligibility Programs

Student-athletes are encouraged to accelerate their progress toward graduation through summer school enrollment. Scholarship student-athletes are able to apply for summer school athletic financial aid, which is available on a limited basis each year (see Attachment 1). Student-athletes who have exhausted their eligibility and have not completed their degree are able to apply to receive aid in their fifth year of enrollment to complete their baccalaureate degree. The department allocates funding through the NCAA Student-Athlete Opportunity Fund to avail this to student-athletes who need the fifth year to complete their degree. The level of funding individuals receive is based on the athletics aid they received in the most recent academic year. These individuals are able to utilize all services in the academic center. Academic staff send progress reports to their instructors as well, and the Assistant Athletics Director for Academics contacts these student-athletes periodically to check in on their progress, and to review what they need to do administratively in preparation for graduation.

Career Counseling Services

Advising staff in the student-athlete's academic program, and his/her academic coordinator in the academic center, review program options and discuss opportunities to gain practical experience through internships, summer employment, and volunteer work. Additionally, the academic center's learning specialist meets with individuals by appointment to assist with the development of an effective resume and cover letter. Furthermore, student-athletes are encouraged to attend career fairs and workshops offered by the Office of Career Services on campus. Beth Nicholson, Assistant Director of Career Services, is available to meet with student-athletes individually as well for assistance with resume writing, cover letters, job search advice, etc.

AfterSport

Beyond the University's career services, the academic center has established a partnership with AfterSport Group, a minority-owned Human Capital Enhancement Firm dedicated to increasing performance of student-athletes by preparing them to transition from the locker room to the boardroom. By partnering with athletic departments and coaches, career transition workshops provide student-athletes with the tools needed for performance beyond the arena. The challenges for today's student – athlete are demanding on and off the field.

Scott McGowan and Sherard Clinkscales, who were both collegiate student-athletes and professional athletes, have been successful in the corporate world. However, they experienced a struggle after their competitive athletic careers came to an end. They have a keen interest in reaching out to today's college student-athletes to prepare them for their future careers. The following is an excerpt from a recent article they wrote:

"The pressures to maintain peak performance often require on- and off-season commitments that make the balancing of athletic performance and academic success a constant struggle. Because of downsizing, corporate America does not have the necessary resources to slowly bring people along; therefore, it is important that we prepare them better for the rigors of corporate battle. They will be required to hit the ground running. We must give them the tools to guarantee their success. Unlike most companies, we don't tell stories to humor; we tell the truth

to educate. Team AfterSport Group is dedicated to 'enhancing performance beyond the arena' on The University of Toledo campus."

THE UNIVERSITY OF TOLEDO ACADEMIC RECOVERY PLAN FOR THE 2005-06 ACADEMIC YEAR

Affected Sports
Football, Men's Cross Country, Men's Tennis

Facts
Following the 2004-05 academic year, Football achieved an overall APR of 853 (823 Eligibility, 883 Retention), Men's Cross Country scored an overall APR of 800 (680 Eligibility, 920 Retention), and Men's Tennis tallied an overall APR of 923 (909 Eligibility, 938 Retention). These scores reflect cumulative APR for the 2003-04 and 2004-05 academic years. Football received a contemporaneous penalty of six overall scholarships and three initial scholarships, while Men's Cross Country received a contemporaneous penalty of .50 overall scholarships. These contemporaneous penalties were levied against scholarship limitations for the 2005-06 academic year (with the exception of one initial scholarship contemporaneous penalty). Men's Tennis did not receive a contemporaneous penalty, receiving a squad size adjustment due to the small two-year data cohort for the sport.

Analysis
A thorough review of the APR points lost during the 2003-04 and 2004-05 academic years revealed that points were lost in the following areas:

Football (89 Points Lost)

• Failure to graduate:	25 (28%)
• Student-athlete transferred:	25 (28%)
• MAC upperclassmen grade-point average:	13 (15%)
• NCAA grade-point average:	11 (12%)
• First-semester freshman MAC grade-point average:	8 (9%)
• NCAA six hour rule:	6 (7%)
• NCAA 18/24 rule:	1 (1%)

Men's Cross Country (10 Points Lost)

• First-semester freshman MAC grade-point average:	4 (40%)
• Student-athlete transferred:	3 (30%)
• NCAA grade-point average rules:	2 (20%)
• MAC upperclassmen grade-point average:	1 (10%)

Men's Tennis (5 Points Lost)

• Student-athlete transferred:	2 (40%)
• NCAA six hour rule:	2 (40%)
• NCAA percentage of degree:	1 (20%)

Academic Recovery Plan
After evaluating the accumulated data relative to APR points lost, four specific issues were identified and targeted for enhancement. These issues are freshman student-athlete eligibility,

tutorial support for student-athletes, degree completion following exhaustion of eligibility, and failure to meet NCAA percentage of degree requirements.

Issue 1: Freshman Student-Athlete Eligibility

The demands and responsibilities of college for the average first semester freshman are great, but when added obligations such as practice, competition, travel, weight training, conditioning, team meetings, physical rehabilitation and film study are added, the situation becomes particularly acute for freshmen student-athletes. These sport requirements, in combination with a full-time program of studies (including mandatory freshman study table), provides little time for student-athletes to acclimate themselves to a college campus. Compounding these circumstances even further are Mid-American Conference grade-point average requirements. Conference Rule 2.02 requires freshman student-athletes to achieve a 1.800 overall grade-point average after their first semester. Comparatively, the NCAA does not stipulate a minimum grade-point average for student-athletes until after they have completed two semesters.

Giving due consideration to the immediate impact of academic and athletic demands on student-athletes, the Department of Intercollegiate Athletics, with the support and consent of the Strategic Issues and Planning Committee of the University of Toledo, will provide additional funds to be used for a "summer bridge" program that will sponsor freshman student-athletes for six hours of tuition, fees, and books during the second summer session. This will have a threefold impact:

1. Student-athletes will be able to take prerequisite coursework that is necessary for satisfactory progress in their eventual degree program;
2. Summer grades will contribute to the student-athlete's overall grade-point average at the end of their first full semester, when Mid-American Conference grade-point average rules become applicable;
3. Student-athletes will be able to become acclimatized to campus in a less intensive and concentrated manner than they would have if they reported immediately to the university for athletically-related activities and classes.

Issue 2: Tutorial Support for Student-Athletes

There are occasions when students need tutorial support to help them learn a particular subject. This is specifically true for students with special needs, who might need a tutor to assist with coursework in English and mathematics. Sometimes, there are not enough tutors to accommodate the need for them on behalf of student-athletes. Starting with the 2005-06 academic year, budget increases totaling $46,976.00 have allowed for the hiring of additional tutorial support, along with an organizational specialist to work with first-year and other at-risk student-athletes. The organizational specialist provides information about campus services and administrative procedures, offers advice about academic programs on campus, and models time management skills for student-athletes to facilitate their adjustment to the demands of college life. Further enhancements are anticipated for the 2006-07 academic year.

Issue 3: Degree Completion Following Exhaustion of Eligibility

Once student-athletes have completed their athletics eligibility, they cease all participation in their athletics program. This creates difficulties for coaches and administrative staff to hold student-athletes accountable for degree completion, as disciplinary measures formerly available (e.g., participation restrictions, shaming, etc.) no longer present. Adding to the complexity of this problem is the lure of professional sports. Once athletics eligibility is completed on the collegiate level, some student-athletes expend all of their energies on potential professional

opportunities, to the detriment of their studies. The academic recovery plan will attempt to correct the failure of student-athletes to complete their degrees in the following ways:

1. At the beginning of their final academic year, student-athletes will meet individually with their college advisor to determine remaining requirements and develop an action plan to complete degree requirements in a timely manner. This will be communicated with coaches and athletic academic coordinators for follow-up.
2. A contract has been modified for student-athletes receiving athletics aid to ensure student-athletes are attending classes and meeting academic expectations (see Attachment 2).
3. Former student-athletes who have left the institution and are close to graduation will be identified, contacted, and encouraged to apply for the NCAA's Degree Completion Program, an NCAA initiative that provides funding for former student-athletes to complete their degrees.

Issue 4: Student-Athletes Failing to Meet NCAA Percentage of Degree Requirements
Starting with the 2003-04 academic year, student-athletes are obligated to complete 40% of degree requirements at the beginning of their third year of attendance, 60% at the beginning of their fourth year, and 80% at the beginning of their fifth year. Formerly, student-athletes were required to complete 25/50/75 of their degree requirements at the beginning of their third, fourth, and fifth years, respectively. The increase in these requirements was designed to ensure that student-athletes were making timely progress toward graduation.

With the advent of these increased NCAA percentage of degree standards, it has become even more incumbent that institutions proactively advise student-athletes in designating a degree program that suits the student-athlete's goals and interests. The Athletics Department's academic advising unit, in conjunction with college advisors, has established a monitoring system that ensures student-athletes are taking degree-applicable courses that enable them to meet increased progress toward degree regulations.

SUMMER ENROLLMENT OF INCOMING FIRST-YEAR STUDENT-ATHLETES

Background

Our goal is to have a segment of incoming student-athletes enroll in courses for the second summer session. This is due to revised NCAA legislation allowing student-athletes to receive aid during the summer prior to their initial term of enrollment (this was formerly permitted only in men's and women's basketball - now it is open to all student-athletes). Doing so will help them to progress through developmental courses where necessary and begin to make progress toward their degree. Allowing student-athletes, particularly those who may be under prepared academically, to get acclimated to college and the increased demands in the classroom will ease the transition into their first year experience.

Offering summer aid to incoming student-athletes will have a positive impact on the retention and academic performance of student-athletes.

- *Men's Basketball has utilized this opportunity; as a team they have improved significantly in the classroom. Using the NCAA's recently-established Academic Progress Rate (APR) as a measure of performance in the classroom, the Men's Basketball program has achieved an APR of 990 on a scale of 1000, a two-year statistic that will place UT among the top 3 programs in the MAC, and likely among the 10% of all men's basketball programs nationally once official data is released in February.*

- *Of 3,063 full-time UT freshmen in the 2005 cohort, 1,028 (34%) enrolled in at least one developmental class (UT Office of Institutional Research). Because developmental courses do not toward a student's degree, enrollment in such courses slows down their academic progress. The requirement of any such developmental courses, coupled with the more stringent progress-toward-degree standards implemented by the NCAA in 2003, can also have a negative impact on student-athletes' future eligibility and departmental APR figures. With the provision of developmental courses during the summer prior to student-athletes' initial full-time enrollment, such students will be able to get a "head start" on their academic progress.*

Student-Athlete Accountability

To hold student-athletes accountable for their academic performance, the Athletics Department has required those receiving summer aid to sign a statement of responsibility. By signing this statement, student-athletes acknowledge that they are responsible for paying tuition back to the department for any credit hours they drop beyond the full refund deadline, or for which they receive an instructor withdrawal (IW), F or grade of NC.

Logistics

The department plans to have this group take placement tests and attend a Rocket Launch program prior to the start of the second summer session. This is what we have done with the handful of basketball student-athletes in recent years.

This group would likely enroll only in **SUMMER II** (or possibly SUMMER III) courses, as most students would not graduate high school until well after SUMMER I begins.

The academic areas of greatest concern are mathematics and English composition. It is recommended that incoming student-athletes enroll in any required developmental math courses in elementary and intermediate algebra, which many of our football student-athletes take during their first semester.

The course numbers are:
MATH 0910: Elementary Algebra I (4 hours)
MATH 0950: Elementary Algebra II (4 hours)
MATH 0980: Intermediate Algebra (4 hours)

Offering these courses would be helpful for two reasons:

1) These math courses do not carry a weighted GPA, so students who may struggle in these classes would not sacrifice putting their GPA and future eligibility in jeopardy.

2) Only 6 hours of developmental coursework can be used for eligibility purposes during the first year and do not count toward any degree. Students would be able to get an early start on these courses to avoid potential issues with their future progress-toward-degree.

English composition courses would include:
SKLS 0990: Academic Writing (4 hours)
ENGL 1100: Composition I with Workshop (5 hours)
ENGL 1110: College Composition I (3 hours)

In addition to mathematics and English, students would also benefit from an introductory course in study skills and time management. The following course is recommended:

SKLS 1150: College Study Strategies and Orientation (3 hours)

PROJECTION OF COST – APPROVED FOR FUNDING FOR SUMMER 2006
Incoming first-year student-athletes
22 = projected number who would likely enroll in summer 2006

Academic costs (8 hours)	**$81,400**
Room, Board, Books (one session)	**$27,674**
Total cost for incoming student-athletes	**$109,074**

CONTINUING STUDENT-ATHLETE SUMMER SCHOOL ENROLLMENT

The University of Toledo provides limited financial assistance for summer school for selected student-athletes. Summer school aid will be based on funds available.

1. There is a written application which all applicants must complete. A summer school approval form must accompany the application. All coursework must be applicable to your degree program and approved by a member of the Athletic Academic staff.
2. Summer school aid will be provided for **UT COURSEWORK ONLY.**
3. UT summer school aid will be limited to **COURSE REGISTRATION TUITION & FEES ONLY.**
4. Athletics aid generally is **LIMITED TO 3-6 CREDITS.** Under extenuating circumstances additional credits may be funded. You may fund additional credits on your own.
5. Funded summer school students will be expected to make arrangements with their academic coordinator and coach to report their progress at regular intervals throughout their coursework.
6. Any funded student who drops or withdraws from a course or receives an NC, D, F, or instructor withdrawal, will be responsible for **REPAYMENT OF HIS/HER SUMMER SCHOOL FUNDING.**
7. The decision to award summer school aid will be made by a committee. Those meeting the criteria below during the prior academic year will be considered:
   - **Make a good faith effort to pass 24 credits during the academic year**
   - **Meet NCAA academic year progress requirements**
   - **Demonstrate a commitment to academic achievement during entire year**
   - **Demonstrate a good class attendance record during the entire year**
   - **Demonstrate academic improvement and potential for graduation**
8. Summer school aid will go to those who wish to enhance or accelerate progress toward their degree, ***NOT TO MAINTAIN THEIR ELIGIBILITY***. **ALL STUDENT-ATHLETES WILL BE EXPECTED TO MAINTAIN HIGH STANDARDS OF ACADEMIC ACHIEVEMENT DURING THE ENTIRE ACADEMIC YEAR IN ORDER TO BE CONSIDERED FOR SUMMER SCHOOL FINANCIAL AID.**

A student-athlete shall not receive athletically-related financial aid to attend the institution's summer term or summer school unless the student-athlete received athletically related aid from that institution during the student-athlete's previous academic year. Such aid may be awarded only in proportion to the amount of athletically-related financial aid received by the student-athlete during the previous academic year.

Attachment 1

CONTRACT
SUMMER SEMESTER 2006

I, _____, will take _____ credit(s) during Summer School 2006. **It is my responsibility to pass all of these classes, meaning no failing grades, drops or withdrawals.** ***If I fail to pass any class, withdraw from a class, or receive an" Instructor Withdrawl", I agree to reimburse the Athletic Department for all credit hours not earned at the current rate charged per credit hour.***

Deadlines for dropping classes
with 100% refund:

Summer 1, 4 May 14, 2006
Summer 3 June 11, 2006
Summer 2 June 25, 2006

The student will pay all drop fees if the class is not dropped with a 100% refund. Refer to the University calendar for the Complete "drop/refund" schedule.

_____
Student-Athlete's Signature

_____
Social Security Number

_____
Date

(Copy to Student Athlete) _____ (Staff Initials)

SUMMER SCHOOL APPLICATION

Summer 2006 Applications due March 24, 2006

Name _____ Sport _____

Phone: (____)_____ Year in School _____ In-State _____ Out-of-State _____

Social Security No. _____ Email _____

College _____ Major _____

Course Number	*Course Title*	*Number of Credits*	*Applicable Code*

CODES FOR APPLICABILITY:

C = College Requirement
U = University Requirement
M = Major
Mi = Minor
E = Free Elective in Program
O = Not Applicable in any category for designated Degree program

Reasons for Summer School:

_____

_____

OFFICE USE ONLY- TO BE COMPLETED BY ASSISTANT AD FOR ACADEMICS

Cumulative GPA_____ Required GPA_____

Progress Hours Completed 2005-2006 _____

Eligibility Status: GPA _____ 24-Hours Rule _____ % Requirement_____

Number of credits_____ X $_____ = $_____

_____ Date_____

College Academic Advisor

_____ Date_____

Athletic Academic Coordinator

_____ Date_____

Assistant Athletics Director for Academics

_____ Date _____

Head Coach

May 15, 2006

Attachment 2

ATHLETIC FINANCIAL AID GUIDELINES

For senior student-athletes who exhaust their competitive eligibility in the fall semester and enroll in the subsequent spring semester

The University of Toledo provides financial assistance for scholarship student-athletes who remain in school to complete their degree following the completion of their competitive eligibility. Please review the guidelines listed below. It is important for you to understand the standards you must meet in order to continue to receive athletic aid during the subsequent spring semester and in any future semesters for which you may be eligible to receive athletic aid.

---

1. This document serves as a written contract that all student-athletes in this category must read, understand and sign. Explanation of the contract will take place in a scheduled meeting during the fall semester prior to the end of the student-athlete's final season in his/her respective sport.
2. Athletic aid will be awarded at the level of monetary assistance the student-athlete received prior to the completion of his/her eligibility.
3. Funded senior student-athletes will be expected to make arrangements with their academic coordinator to report their progress at regular intervals throughout their spring semester.
4. **Any funded student-athlete who drops or withdraws from a course or receives an instructor withdrawal, and falls below 12 hours may cease to receive athletic aid for the remainder of the semester and in future semesters (if applicable).**
5. It is expected that all senior student-athletes will be working toward the goal of earning their degree in a timely manner. To ensure you are meeting your academic obligations, we will communicate with faculty to monitor your progress in school. Failure to attend or meet the instructor's expectations can jeopardize the continuation of your athletic aid.

CONTRACT

I, _____, will take _____ credit(s) during the spring 2007 semester. **It is my responsibility to pass all of these classes, meaning no failing grades, withdrawals or instructor withdrawals.** ***If I fail to attend, make adequate progress in my classes, withdraw from a class, or receive an "instructor withdrawal", I understand that my athletic aid may be terminated immediately. NCAA legislation allows for the cancellation or reduction of athletic aid for academic reasons.***

Student-Athlete Signature _____

Date _____

May 15, 2006

Attachment 3

The University of Toledo
Rocket Academic Center for Student-Athletes

Student-Athlete Academic Plan of Degree Coursework
2006-2007 Academic Year

NCAA Percentage of Degree required by
August 2006 _____
August 2007 _____

This form will be used to monitor this student-athlete's degree progress in the academic program listed below. The information provided below will assist academic center staff in tracking this student-athlete's NCAA eligibility and progress toward graduation.

Student _____ Sport _____

Student ID # _____ Academic Program _____

STUDENT: Please be sure the schedule you select is based on semester availability of coursework and graduation requirements. Clearly indicate any summer school (including internship) needs. Be sure the selected courses are offered in the semester indicated.

Summer 2006

Call #	Course	Credits	Call #	Course	Credits
					TOTAL

Fall 2006			Spring 2007		
Call #	Course	Credits	Call #	Course	Credits
		TOTAL			TOTAL

College Adviser _____ **Academic Department** _____

The courses listed above are degree requirements and count toward the student-athlete's graduation in his/her current major (courses in a minor count ONLY IF they are included in degree requirements in the primary academic program).

ADVISER COMMENTS: _____

_____ _____

Student-Athlete Signature **Date** **College Adviser Signature** **Date**

White Copy – Student *Yellow Copy – Academic Coordinator* *Pink Copy – College Adviser*

May 15, 2006

TEAM GPA BY YEAR – 2003-2006

	AY 2003-2004			AY 2004-2005			AY 2005-2006		
Sport	Quality Hours	Quality Points	GPA	Quality Hours	Quality Points	GPA	Quality Hours	Quality Points	GPA
Baseball	950	2865.70	3.016	985	3160.03	3.208	1072	3367.23	3.141
Men's Basketball	344	881.34	2.562	364	948.75	2.606	380	1082.68	2.849
Women's Basketball	291	838.09	2.880	318	932.67	2.932	333	998.41	2.998
Men's Cross Country	286	815.71	2.852	360	1029.97	2.861	320	963.34	3.010
Women's Cross Country	484	1653.51	3.416	518	1723.14	3.326	402	1390.14	3.458
Football	2420	5691.31	2.351	2504	6017.40	2.403	2568	6466.57	2.518
Men's Golf	227	732.76	3.228	248	771.68	3.111	289	902.09	3.121
Women's Golf	236	743.47	3.150	173	560.00	3.236	198	671.42	3.391
Women's Soccer	932	3034.75	3.256	793	2747.36	3.464	911	3308.18	3.631
Softball	557	1709.70	3.069	407	1248.67	3.067	541	1737.46	3.212
Women's Swimming	727	2331.28	3.206	715	2349.35	3.285	648	2176.90	3.359
Men's Tennis	199	587.66	2.953	248	782.10	3.153	272	827.45	3.042
Women's Tennis	256	699.38	3.067	256	834.37	3.259	324	1114.88	3.441
Women's Track	517	1477.92	2.858	658	1725.01	2.621	755	2061.99	2.731
Women's Volleyball	314	1031.72	3.285	411	1416.04	3.445	496	1797.16	3.623
TOTALS	8740	25094.30	2.871	8958	26246.54	2.930	9509	28865.90	3.036

COMMITTEE ON STRATEGIC ISSUES AND PLANNING
APRIL 19, 2005
SU2591 – 1:30 PM

Academic Progress Rates (APR)

I. Calculation of Rates
   A. Scholarship student-athletes
      1. By semester
         a. One Point for Eligibility
         b. One Point for Retention

II. NCAA "Cut-Point" for APR
   A. 92.5% APR required per year
   B. Equivalent to expected 50% graduation rate

III. Data Collection from 2003-04
   A. 7.4% of all NCAA teams would fall below cut-point
   B. 51.2% of all D-I institutions have one team below cut-point
   C. Sports with teams that are below the cut-point
      1. Baseball, 23.9%
      2. Men's Basketball, 20.1%
      3. Football, 30.7%

IV. Contemporaneous Penalties
   A. Based upon APR cut point for 2003-04 and 2004-05 academic years
   B. Underperforming programs cannot re-award scholarships over a period of 2 years
   C. Maximum penalty is 10% of overall scholarship limit

V. Historical Penalty Structure
   A. Year one-- warning letter from NCAA
   B. Year two--reduction of scholarships
   C. Year three-- team's Graduation Success Rate will be reviewed to determine if postseason ineligibility will take effect
      1. Graduation Success Rate—Graduation rates of scholarship student-athletes that account for transfers who leave a program in good academic standing

VI. Implementation of Program
   A. First penalties will be based on APR scores from 2003-04 and 2004-05, and student-athlete eligibility and retention for 2004-05
   B. Reports were generated in February, 2005 indicating final APR scores and contemporaneous penalties that would have been applied had sanctions been in effect

2003-04 Academic Year
Men's Golf Team

	Fall Semester	Spring Semester	Total Points Earned/ Total Possible Points
SA 1	*SA enrolls full time, earns eligibility and returns for spring semester.* E + R = 2	*SA enrolls full time, earns eligibility and returns for fall semester.* E + R = 2	4/4
SA 2	*SA enrolls full time, earns eligibility for spring semester, but leaves midyear.* E = 1	*SA does not enroll spring semester.* ----------	1/2
SA 3	*SA enrolls full time, earns eligibility and returns for spring semester.* E + R = 2	*SA enrolls full time, earns eligibility, but does not return (e.g., transfers) for fall semester.* E + = 1	3/4
SA 4	*SA enrolls full time, does not meet eligibility requirements, but returns for spring semester.* + R = 1	*SA enrolls full time, earns eligibility and returns for fall semester.* E + R = 2	3/4
SA 5	*SA enrolls full time, does not meet eligibility requirements and does not return for spring semester.* = 0	*SA does not enroll spring semester.* ----------	0/2
SA 6	*SA enrolls full time, earns eligibility and returns for spring semester.* E + R = 2	*SA enrolls full time and graduates at the end of the term.* G + G = 2	4/4
SA 7	*SA enrolls full time, earns eligibility and returns for spring semester.* E + R = 2	*SA enrolls full time, does not meet eligibility requirements, but returns for fall semester.* + R = 1	3/4
TOTALS	10/14	8/10	18/24 = .75%

SA = Student-Athlete
E = Eligible
G = Graduates
R = Retained
-------- = not enrolled this term at this institution
"Eligibility" for purposes of this chart is defined as academically eligible to compete.

ACTION PLAN TO IMPROVE UT ACADEMIC PERFORMANCE RATING

I. **Mission Statement:** Improvement of UT APR on a sport-by-sport basis, with the goal for each sport a minimum 925 APR score.

II. **Strategies**

A. **Coaches**
1. **Rules Education**—Continued education on APR, including application of rules and overall impact on sport programs.
2. **Monitoring**—Updates for head coaches on ratings at mid-year, and year-end.
3. **Creating a Mindset**—APR is as important as wins/losses.

B. **Student-Athletes**
1. **Rules Education**—Increase overall student-athlete awareness of APR, communicate urgency of cumulative and semester-by-semester academic success.
2. **Monitoring**—Identify underperforming student-athletes for increased attention/disciplinary measures.
3. **Creating a Mindset**—"Student-athletes are teammates: on the field, and in the classroom." Failure in both areas affects the team.

C. **Administrators**
1. **Rules Education**—Ensure all stakeholders (coaches, student-athletes, institutional staff members) have an understanding of APR and its ramifications.
2. **Monitoring**—Keeping head coaches informed on APR status throughout academic year.
3. **Creating a Mindset**—APR is an institutional responsibility, and is a reflection on the entire university/department.

APR GRADE-POINT AVERAGE (GPA) ANALYSIS OF MAC ELIGIBILITY RULES

The MAC GPA rule is as follows:

First year:	1.800 overall GPA each semester;
Second year:	1.800 overall GPA each semester;
Third year and after:	2.000 overall GPA each semester.

The Conference rule is more restrictive than NCAA legislation, which does not apply GPA rules until the beginning of the student-athlete's second year (for students starting college in 2003-04) or third year (for students starting college prior to 2003-04).

Also, the NCAA does not apply GPA rules on a semester to semester basis with student-athletes whose initial full-time enrollment precedes 8-1-03, but rather applies GPA rules on a year to year basis.

SPORT	# of freshman receiving additional point (s)	# of additional Freshman Eligibility points w/out MAC rule	# of upperclassmen receiving additional point (s)	# of additional Upperclassmen Eligibility points w/out MAC rule	# of Athletes in programs >5 years	# of additional points for athletes in programs >5 years	Current APR Points		Current APR Score	Adjusted APR Points		Adjusted APR Score
Men's Baseball	0	0	1	1	0	0	32	34	941	33	34	971
Men's Basketball	0	0	0	0	0	0	47	48	979	47	48	979
Men's Cross Country	1	1	0	0	0	0	18	20	900	19	20	950
Men's Football* (1)	5	5	8	8	0	0	260	301	864	273	301	907
Men's Golf	0	0	0	0	0	0	24	24	1000	24	24	1000
Men's Tennis	0	0	0	0	0	0	29	31	935	29	31	935
Total Men	6	6	9	9	0	0	410	458	895	425	458	928
Women's Basketball	0	0	0	0	0	0	39	44	886	39	44	886
Women's Cross Country	0	0	0	0	0	0	43	46	935	43	46	935
Women's Golf	0	0	0	0	0	0	35	36	972	35	36	972
Women's Soccer	0	0	0	0	0	0	92	96	958	92	96	958
Women's Softball	0	0	0	0	0	0	69	76	908	69	76	908
Women's Swimming* (1)	1	1	0	0	0	0	82	86	953	83	86	965
Women's Tennis	0	0	0	0	0	0	20	20	1000	20	20	1000
Women's Track Indoor* (1)	0	0	1	1	0	0	87	92	946	88	92	957
Women's Track Outdoor* (1)	0	0	1	1	0	0	87	92	946	88	92	957
Women's Volleyball	0	0	0	0	0	0	43	46	935	43	46	935
Total Women	1	1	2	2	0	0	597	634	942	600	634	946
Total Men & Women	7	7	11	11	0	0	1007	1092	922	1025	1092	939

* denotes students on team that would not have been 0/2 without MAC rule

COMPARISON OF TOLEDO ADMISSION STANDARDS VS. NCAA STANDARDS

UT STANDARD (OUT-OFSTATE STUDENTS ONLY)

Core GPA	ACT	SAT
2.0 or above	21 composite	990 Sum
2.2 or above	20 composite	950 Sum
2.5 or above	19 composite	910 Sum
2.7 or above	18 composite	870 Sum
3.0 or above	17 composite	830 Sum

Based on 13 core courses
Four years of English
Three years of Math
Three years of Physical/Natural Science
Three years of Social Science

Notes:
GPA computation does not include post-high school coursework.
Test score is taken from individual test.

NCAA STANDARD

Core GPA	ACT	SAT
2.000	86 Sum	1010 Sum
2.200	79 Sum	940 Sum
2.500	68 Sum	820 Sum
2.700	60 Sum	730 Sum
3.000	52 Sum	620 Sum

Based on 16 core courses
Four years of English
Three years of Math
Two years of Physical/Natural Science
Two Years of Social Science
Four years of Additional Core Courses
One year of Additional English/Math/Physical Science

Notes:
GPA may include limited post-high school coursework.
Test score may include best subsections from multiple tests.

Admission Profiles of Future Men's Basketball Student-Athletes

Last	First	Year	GPA	Test Score	Status	Predicted Admissible?
Boothe	Nathan	2012	2.700	84	Signed	Yes
Gaston	Rashid	2012	2.448	78	Recruited	Needs 2.500 GPA
Jones	Quaron	2012	2.900	80	Recruited	Yes
Lemons	Josh	2012	2.688	73	Recruited	Needs 2.700 GPA
Boykins	Monty	2013	3.250	None	Recruited	Needs 17 ACT
Brown	Vitto	2013	3.375	None	Recruited	Needs 17 ACT
Garber	Zack	2013	4.000	None	Recruited	Needs 17 ACT
Gibbs	Jack	2013	3.630	None	Recruited	Needs 17 ACT
Lauf	Jordan	2013	3.308	None	Recruited	Needs 17 ACT

Admission Decision Appeals Committee
January 20, 2011

Purpose of the Committee:

- To review all appeals submitted by prospective freshmen applicants who do not meet the University's out-of-state admission requirements and have been denied admission to The University of Toledo

Committee Chair:

- Nancy Hintz, Assistant Director, Office of Undergraduate Admission (voting member of committee)

Committee Members:

- Cathi Kwapich, Director of Undergraduate Admission (only votes in the case of a tie)
- Brian Lutz, Associate Athletic Director
- Ruth Meinhart, Assistant Dean, Gateway Programs
- Angela Paprocki, Director, Office of Accessibility

Proposed Guidelines for Appeals Decision:

- Extenuating circumstances such as:
  - Medical situations
  - Disability
  - Personal or emotional difficulties
- High school academic achievement supported by:
  - Core curriculum completion
  - Eligibility through NCAA Clearinghouse
  - Strong grades for core classes
  - Letters of recommendation from teachers or guidance counselors
- High aptitude for college achievement supported by:
  - High college entrance exam scores
  - Letters of recommendation from teachers or guidance counselors
- Involvement in extracurricular activities such as:
  - Community service
  - High school athletics, clubs, organizations, etc.
  - Community involvement such as church groups, employment, etc.
- Family support for the student such as:
  - Financial support
  - Emotional support

Proposed Guidelines for Appeals Review Process:

- Committee will meet on an as-needed basis and attempt to review submitted appeals in a timely manner
- Email may be used to request committee reviews and to convey votes if necessary in lieu of meeting in person
- A minimum of three committee members are required to vote on each admission appeals decision
- Nancy Hintz will convene the committee as needed, present submitted appeals, and serve as voting member
- Cathi Kwapich will serve on committee and only vote in the event of a tie
- Brian Lutz will be asked to confirm NCAA qualifier status for submitted appeals from prospective student athletes
- All students submitting appeals will be contacted by an Office of Undergraduate Admission representative and mailed a letter from Cathi Kwapich informing them of the committee's decision including any recommendations such as utilization of the Office of Accessibility, support services, etc.

Prepared by Nancy Hintz
January 20, 2011

2012 INITIAL ELIGIBILITY WORKSHEET

NATHAN BOOTHE

UNITS	15.5		MINIMUM TEST SCORE NEEDED BASED ON GPA	
QUALITY POINTS	42.0		SAT	730
GPA	2.710	84	ACT	60

ENGLISH — 4 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ENGLISH 1	C	0.5	1
ENGLISH 1	B	0.5	1.5
ENGLISH 2	B	0.5	1.5
ENGLISH 2	B	0.5	1.5
ENGLISH 3	B	0.5	1.5
ENGLISH 3	B	0.5	1.5
COMMUNICATION	A	0.5	2
SCIENCE FICTION	B	0.5	1.5

TOTAL UNITS COMPLETED 4.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL ENGLISH QUALITY POINTS 12.0

ADDITIONAL CORE — 4 CORE UNITS NEEDED

ENGLISH, SCIENCE, MATH, FOR. LANGUAGE, NON DOC. RELIGION

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
SPANISH 1	C	0.5	1
SPANISH 1	C	0.5	1
SPANISH 2	C	0.5	1
SPANISH 2	C	0.5	1
MODERN WORLD HISTORY REG	B	0.5	1.5
BIOLOGY 2	B	0.5	1.5
PRECALCULUS	D	0.5	0.5
PRECALCULUS	*NONE*	0	NONE

TOTAL UNITS COMPLETED 3.5
REMAINING TOTAL UNITS NEEDED 0.5

TOTAL ADD. CORE QUALITY POINTS 7.5

MATHEMATICS — 3 CORE UNITS NEEDED

3 YEARS AT THE LEVEL OF ALGEBRA 1 OR HIGHER

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ALGEBRA 1	B	0.5	1.5
ALGEBRA 1	B	0.5	1.5
GEOMETRY	B	0.5	1.5
GEOMETRY	B	0.5	1.5
ALGEBRA 2 TRIG	B	0.5	1.5
ALGEBRA 2 TRIG	C	0.5	1

TOTAL UNITS COMPLETED 3.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL MATH QUALITY POINTS 8.5

ADDITIONAL — 1 CORE UNITS NEEDED

MUST BE MATH, ENGLISH, OR NATURAL/PHYS SCIENCE

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
CHEMISTRY	B	0.5	1.5
CHEMISTRY	C	0.5	1

TOTAL UNITS COMPLETED 1.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 2.5

BIOLOGY 2 *NONE*

NATURAL / PHYSICAL — 2 CORE UNITS NEEDED

SCIENCE, INCLUDING ONE LAB COURSE IF OFFERED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
INT. LAB SCIENCE	B	0.5	1.5
INT. LAB SCIENCE	B	0.5	1.5
BIOLOGY 1 REG	C	0.5	1
BIOLOGY 1 REG	B	0.5	1.5

TOTAL UNITS COMPLETED 2.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 5.5

SOCIAL SCIENCE — 2 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
MODERN WORLD HISTORY REG	B	0.5	1.5
GOVERNMENT	B	0.5	1.5
US HISTORY	B	0.5	1.5
US HISTORY	B	0.5	1.5

TOTAL UNITS COMPLETED 2.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 6.0

2012 INITIAL ELIGIBILITY WORKSHEET

RASHID GASTON

UNITS	14.5		MINIMUM TEST SCORE NEEDED BASED ON GPA	
QUALITY POINTS	35.5		SAT	860
GPA	2.448	78	ACT	70

ENGLISH — 4 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
AC ENGLISH 1	B	0.5	1.5
AC ENGLISH 1	B	0.5	1.5
ADV. ENGLISH 2	C	0.5	1
ADV. ENGLISH 2	C	0.5	1
ENGLISH 3	B	0.5	1.5
ENGLISH 3	B	0.5	1.5
ENGLISH 4	*NONE*	0	NONE
ENGLISH 4	*NONE*	0	NONE

TOTAL UNITS COMPLETED 3.0
REMAINING TOTAL UNITS NEEDED 1.0

TOTAL ENGLISH QUALITY POINTS 8.0

ADDITIONAL CORE — 4 CORE UNITS NEEDED

ENGLISH, SCIENCE, MATH, FOR. LANGUAGE, NON DOC. RELIGION

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
SPANISH 1	B	0.5	1.5
SPANISH 1	B	0.5	1.5
SPANISH 2	B	0.5	1.5
SPANISH 2	B	0.5	1.5
INGUIRY SKILLS	B	0.5	1.5
PSYCHOLOGY	C	0.5	1
SPANISH 3	C	0.5	1
SPANISH 3	C	0.5	1

TOTAL UNITS COMPLETED 4.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL ADD. CORE QUALITY POINTS 10.5

MATHEMATICS — 3 CORE UNITS NEEDED

3 YEARS AT THE LEVEL OF ALGEBRA 1 OR HIGHER

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
INT. ALGEBRA 1	C	0.5	1
INT. ALGEBRA 1	C	0.5	1
GEOMETRY	C	0.5	1
GEOMETRY	C	0.5	1
ALGEBRA 2	B	0.5	1.5
ALGEBRA 2	B	0.5	1.5

TOTAL UNITS COMPLETED 3.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL MATH QUALITY POINTS 7.0

ADDITIONAL — 1 CORE UNITS NEEDED

MUST BE MATH, ENGLISH, OR NATURAL/PHYS SCIENCE

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
OCEANOGRAPHY	C	0.5	1
ANATOMY/PHYSIOLOGY	*NONE*	0	NONE

TOTAL UNITS COMPLETED 0.5
REMAINING TOTAL UNITS NEEDED 0.5

TOTAL NAT/PHYS QUALITY POINTS 1.0

NATURAL / PHYSICAL — 2 CORE UNITS NEEDED

SCIENCE, INCLUDING ONE LAB COURSE IF OFFERED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
INT. SCIENCE 1	B	0.5	1.5
INT. SCIENCE 1	B	0.5	1.5
BIOLOGY 1	D	0.5	0.5
BIOLOGY 1	D	0.5	0.5

TOTAL UNITS COMPLETED 2.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 4.0

SOCIAL SCIENCE — 2 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
9 WORLD STUDIES	B	0.5	1.5
9 WORLD STUDIES	B	0.5	1.5
ADV. US HISTORY	C	0.5	1
ADV. US HISTORY	C	0.5	1

TOTAL UNITS COMPLETED 2.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 5.0

2012 INITIAL ELIGIBILITY WORKSHEET

QUARON JONES

UNITS	10.0		MINIMUM TEST SCORE NEEDED BASED ON GPA	
QUALITY POINTS	29.0		SAT	670
GPA	2.900	80	ACT	55

ENGLISH — 4 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ENGLISH 9A	B	0.5	1.5
ENGLISH 9B	D	0.5	0.5
ENGLISH 11A	C	0.5	1
ENGLISH 11B	A	0.5	2
JOURNALISM	A	0.5	2
ENGLISH 12A	B	0.5	1.5
ENGLISH 12B	B	0.5	1.5
	NONE	0	NONE

TOTAL UNITS COMPLETED	3.5	
REMAINING TOTAL UNITS NEEDED	0.5	
TOTAL ENGLISH QUALITY POINTS		10.0

ADDITIONAL CORE — 4 CORE UNITS NEEDED

ENGLISH, SCIENCE, MATH, FOR. LANGUAGE, NON DOC. RELIGION

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
SPANISH 2A	B	0.5	1.5
SPANISH 2B	B	0.5	1.5
	NONE	0	NONE
	NONE	0	NONE
	NONE	0	NONE
	NONE	0	NONE
	NONE	0	NONE
	NONE	0	NONE

TOTAL UNITS COMPLETED	1.0	
REMAINING TOTAL UNITS NEEDED	3.0	
TOTAL ADD. CORE QUALITY POINTS		3.0

MATHEMATICS — 3 CORE UNITS NEEDED

3 YEARS AT THE LEVEL OF ALGEBRA 1 OR HIGHER

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
STATS AND PROBABILITY	B	0.5	1.5
ALGEBRA 2A	C	0.5	1
ALGEBRA 2B	C	0.5	1
	NONE	0	NONE
	NONE	0	NONE
	NONE	0	NONE

TOTAL UNITS COMPLETED	1.5	
REMAINING TOTAL UNITS NEEDED	1.5	
TOTAL MATH QUALITY POINTS		3.5

ADDITIONAL — 1 CORE UNITS NEEDED

MUST BE MATH, ENGLISH, OR NATURAL/PHYS SCIENCE

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
	NONE	0	NONE
	NONE	0	NONE

TOTAL UNITS COMPLETED	0.0	
REMAINING TOTAL UNITS NEEDED	1.0	
TOTAL NAT/PHYS QUALITY POINTS		0.0

NATURAL / PHYSICAL — 2 CORE UNITS NEEDED

SCIENCE, INCLUDING ONE LAB COURSE IF OFFERED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
CHEMISTRY A	B	0.5	1.5
CHEMISTRY B	B	0.5	1.5
BIOLOGY B	A	0.5	2
FORENSIC SCIENCE	A	0.5	2

TOTAL UNITS COMPLETED	2.0	
REMAINING TOTAL UNITS NEEDED	0.0	
TOTAL NAT/PHYS QUALITY POINTS		7.0

SOCIAL SCIENCE — 2 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
AMERICAN HIST AND GEOG A	C	0.5	1
AMERICAN HIST AND GEOG B	C	0.5	1
AMERICAN ISSUES	B	0.5	1.5
CIVICS	A	0.5	2

TOTAL UNITS COMPLETED	2.0	
REMAINING TOTAL UNITS NEEDED	0.0	
TOTAL NAT/PHYS QUALITY POINTS		5.5

2012 INITIAL ELIGIBILITY WORKSHEET

JOSH LEMONS

UNITS	16.0		MINIMUM TEST SCORE NEEDED BASED ON GPA		
QUALITY POINTS	43.0	850	SAT	740-750	
GPA	2.688	73	ACT	61	

ENGLISH — 4 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ENGLISH 1 CPI	C	0.5	1
ENGLISH 1 CPI	C	0.5	1
COMMUNICATIONS (CAT)	C	0.5	1
COMMUNICATIONS (CAT)	C	0.5	1
CP ENGLISH 2	B	0.5	1.5
CP ENGLISH 2	B	0.5	1.5
CP ENGLISH 3	B	0.5	1.5
CP ENGLISH 4	B	0.5	1.5
TOTAL UNITS COMPLETED		4.0	
REMAINING TOTAL UNITS NEEDED		0.0	
TOTAL ENGLISH QUALITY POINTS			10.0

ADDITIONAL CORE — 4 CORE UNITS NEEDED

ENGLISH, SCIENCE, MATH, FOR. LANGUAGE, NON DOC. RELIGION

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
CP SPANISH 1	B	0.5	1.5
CP SPANISH 1	C	0.5	1
ACP SOCIOLOGY	B	0.5	1.5
CP AMERICAN HISTORY	B	0.5	1.5
CP AMERICAN HISTORY	C	0.5	1
CP SPANISH 2	B	0.5	1.5
CP SPANISH 2	B	0.5	1.5
ACP HISTORY OF CINCY	B	0.5	1.5
TOTAL UNITS COMPLETED		4.0	
REMAINING TOTAL UNITS NEEDED		0.0	
TOTAL ADD. CORE QUALITY POINTS			11.0

MATHEMATICS — 3 CORE UNITS NEEDED

3 YEARS AT THE LEVEL OF ALGEBRA 1 OR HIGHER

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ALGEBRA 1 CPI	C	0.5	1
ALGEBRA 1 CPI	C	0.5	1
ACP GEOMETRY	B	0.5	1.5
ACP GEOMETRY	C	0.5	1
ACP ALG 2-PRE CALC	C	0.5	1
ACP CALCULUS FOUNDATIONS	B	0.5	1.5
TOTAL UNITS COMPLETED		3.0	
REMAINING TOTAL UNITS NEEDED		0.0	
TOTAL MATH QUALITY POINTS			7.0

ADDITIONAL — 1 CORE UNITS NEEDED

MUST BE MATH, ENGLISH, OR NATURAL/PHYS SCIENCE

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ACP CHEMISTRY	B	0.5	1.5
ACP CHEMISTRY	B	0.5	1.5
TOTAL UNITS COMPLETED		1.0	
REMAINING TOTAL UNITS NEEDED		0.0	
TOTAL NAT/PHYS QUALITY POINTS			3.0

NATURAL / PHYSICAL — 2 CORE UNITS NEEDED

SCIENCE, INCLUDING ONE LAB COURSE IF OFFERED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
PHYSICAL SCIENCE CPII	B	0.5	1.5
PHYSICAL SCIENCE CPII	B	0.5	1.5
ACP MODERN PHYSICS	A	0.5	2
CP BIOLOGY	C	0.5	1
TOTAL UNITS COMPLETED		2.0	
REMAINING TOTAL UNITS NEEDED		0.0	
TOTAL NAT/PHYS QUALITY POINTS			6.0

SOCIAL SCIENCE — 2 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
CP AMER GOVT AND ECON	B	0.5	1.5
MODERN WORLD HISTORY	B	0.5	1.5
MODERN WORLD HISTORY	B	0.5	1.5
ACP PSYCHOLOGY	B	0.5	1.5
TOTAL UNITS COMPLETED		2.0	
REMAINING TOTAL UNITS NEEDED		0.0	
TOTAL NAT/PHYS QUALITY POINTS			6.0

2013 INITIAL ELIGIBILITY WORKSHEET

LAMONT BOYKINS - MID SO YEAR

UNITS	8.0	MINIMUM TEST SCORE NEEDED BASED ON GPA	
QUALITY POINTS	26.0	SAT	530
GPA	3.250	ACT	46

ENGLISH — 4 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ENGLISH 91	A	0.5	2
ENGLISH 91	B	0.5	1.5
ENGLISH 101	B	0.5	1.5
ENGLISH 101	*NONE*	0	NONE
	NONE	0	NONE
	NONE	0	NONE
	NONE	0	NONE
	NONE	0	NONE

TOTAL UNITS COMPLETED 1.5
REMAINING TOTAL UNITS NEEDED 2.5

TOTAL ENGLISH QUALITY POINTS 5.0

ADDITIONAL CORE — 4 CORE UNITS NEEDED

ENGLISH, SCIENCE, MATH, FOR. LANGUAGE, NON DOC. RELIGION

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
SPANISH 1	A	0.5	2
SPANISH 1	B	0.5	1.5
SPANISH 2	B	0.5	1.5
SPANISH 2	*NONE*	0	NONE
	NONE	0	NONE
	NONE	0	NONE
	NONE	0	NONE
	NONE	0	NONE

TOTAL UNITS COMPLETED 1.5
REMAINING TOTAL UNITS NEEDED 2.5

TOTAL ADD. CORE QUALITY POINTS 5.0

MATHEMATICS — 3 CORE UNITS NEEDED

3 YEARS AT THE LEVEL OF ALGEBRA 1 OR HIGHER

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
HONORS GEOMETRY	B	0.5	1.5
HONORS GEOMETRY	D	0.5	0.5
CP ALGEBRA 2	B	0.5	1.5
CP ALGEBRA 2	C	0.5	1
	NONE	0	NONE
	NONE	0	NONE

TOTAL UNITS COMPLETED 2.0
REMAINING TOTAL UNITS NEEDED 1.0

TOTAL MATH QUALITY POINTS 4.5

ADDITIONAL — 1 CORE UNITS NEEDED

MUST BE MATH, ENGLISH, OR NATURAL/PHYS SCIENCE

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
	NONE	0	NONE
	NONE	0	NONE

TOTAL UNITS COMPLETED 0.0
REMAINING TOTAL UNITS NEEDED 1.0

TOTAL NAT/PHYS QUALITY POINTS 0.0

NATURAL / PHYSICAL — 2 CORE UNITS NEEDED

SCIENCE, INCLUDING ONE LAB COURSE IF OFFERED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
BIOLOGY 91	A	0.5	2
BIOLOGY 91	A	0.5	2
PHYSICAL SCIENCE 101	B	0.5	1.5
PHYSICAL SCIENCE 101	*NONE*	0	NONE

TOTAL UNITS COMPLETED 1.5
REMAINING TOTAL UNITS NEEDED 0.5

TOTAL NAT/PHYS QUALITY POINTS 5.5

SOCIAL SCIENCE — 2 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
WORLD STUDIES 91	A	0.5	2
WORLD STUDIES 91	A	0.5	2
US HISTORY 101	A	0.5	2
US HISTORY 101	*NONE*	0	NONE

TOTAL UNITS COMPLETED 1.5
REMAINING TOTAL UNITS NEEDED 0.5

TOTAL NAT/PHYS QUALITY POINTS 6.0

2013 INITIAL ELIGIBILITY WORKSHEET

VITTO BROWN - MID SO YEAR

UNITS	8.0	MINIMUM TEST SCORE NEEDED BASED ON GPA	
QUALITY POINTS	27.0	SAT	480
GPA	3.375	ACT	43

ENGLISH — 4 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ENGLISH 9	NONE	0	NONE
ENGLISH 9	NONE	0	NONE
ENGLISH 10	A	0.5	2
ENGLISH 10	*NONE*	0	NONE
	NONE	0	NONE
	NONE	0	NONE
	NONE	0	NONE
	NONE	0	NONE

TOTAL UNITS COMPLETED 0.5
REMAINING TOTAL UNITS NEEDED 3.5

TOTAL ENGLISH QUALITY POINTS 2.0

ADDITIONAL CORE — 4 CORE UNITS NEEDED

ENGLISH, SCIENCE, MATH, FOR. LANGUAGE, NON DOC. RELIGION

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
SPANISH 1	B	0.5	1.5
SPANISH 1	B	0.5	1.5
SPANISH 2	B	0.5	1.5
SPANISH 2	B	0.5	1.5
SPANISH 3	A	0.5	2
SPANISH 3	A	0.5	2
	NONE	0	NONE
	NONE	0	NONE

TOTAL UNITS COMPLETED 3.0
REMAINING TOTAL UNITS NEEDED 1.0

TOTAL ADD. CORE QUALITY POINTS 10.0

MATHEMATICS — 3 CORE UNITS NEEDED

3 YEARS AT THE LEVEL OF ALGEBRA 1 OR HIGHER

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ALGEBRA 1	B	0.5	1.5
ALGEBRA 1	B	0.5	1.5
ALGEBRA 2/TRIG	B	0.5	1.5
ALGEBRA 2/TRIG	*NONE*	0	NONE
	NONE	0	NONE
	NONE	0	NONE

TOTAL UNITS COMPLETED 1.5
REMAINING TOTAL UNITS NEEDED 1.5

TOTAL MATH QUALITY POINTS 4.5

ADDITIONAL — 1 CORE UNITS NEEDED

MUST BE MATH, ENGLISH, OR NATURAL/PHYS SCIENCE

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
	NONE	0	NONE
	NONE	0	NONE

TOTAL UNITS COMPLETED 0.0
REMAINING TOTAL UNITS NEEDED 1.0

TOTAL NAT/PHYS QUALITY POINTS 0.0

NATURAL / PHYSICAL — 2 CORE UNITS NEEDED

SCIENCE, INCLUDING ONE LAB COURSE IF OFFERED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
SCIENCE 9	A	0.5	2
SCIENCE 9	A	0.5	2
BIOLOGY	A	0.5	2
BIOLOGY	*NONE*	0	NONE

TOTAL UNITS COMPLETED 1.5
REMAINING TOTAL UNITS NEEDED 0.5

TOTAL NAT/PHYS QUALITY POINTS 6.0

SOCIAL SCIENCE — 2 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
WORLD HISTORY	B	0.5	1.5
WORLD HISTORY	B	0.5	1.5
AMERICAN HISTORY	B	0.5	1.5
AMERICAN HISTORY	*NONE*	0	NONE

TOTAL UNITS COMPLETED 1.5
REMAINING TOTAL UNITS NEEDED 0.5

TOTAL NAT/PHYS QUALITY POINTS 4.5

2013 INITIAL ELIGIBILITY WORKSHEET

ZACK GARBER

UNITS	13.0	MINIMUM TEST SCORE NEEDED BASED ON GPA	
QUALITY POINTS	52.0	SAT	400
GPA	4.000	ACT	37

TOLEDO

ENGLISH — 4 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ENGLISH 9	A	0.5	2
ENGLISH 9	A	0.5	2
ENGLISH 10	A	0.5	2
ENGLISH 10	A	0.5	2
ENGLISH 11	A	0.5	2
ENGLISH 11	*NONE*	0	NONE
	NONE	0	NONE
	NONE	0	NONE

TOTAL UNITS COMPLETED 2.5
REMAINING TOTAL UNITS NEEDED 1.5

TOTAL ENGLISH QUALITY POINTS 10.0

ADDITIONAL CORE — 4 CORE UNITS NEEDED

ENGLISH, SCIENCE, MATH, FOR. LANGUAGE, NON DOC. RELIGION

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
CHEMISTRY	A	0.5	2
CHEMISTRY	*NONE*	0	NONE
SPANISH 1	A	0.5	2
SPANISH 1	A	0.5	2
SPANISH 2	A	0.5	2
SPANISH 2	A	0.5	2
SPANISH 3	A	0.5	2
SPANISH 3	*NONE*	0	NONE

TOTAL UNITS COMPLETED 3.0
REMAINING TOTAL UNITS NEEDED 1.0

TOTAL ADD. CORE QUALITY POINTS 12.0

MATHEMATICS — 3 CORE UNITS NEEDED

3 YEARS AT THE LEVEL OF ALGEBRA 1 OR HIGHER

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ALGEBRA 1	A	0.5	2
ALGEBRA 1	A	0.5	2
GEOMETRY	A	0.5	2
GEOMETRY	A	0.5	2
ALGEBRA 2	A	0.5	2
ALGEBRA 2	A	0.5	2

TOTAL UNITS COMPLETED 3.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL MATH QUALITY POINTS 12.0

ADDITIONAL — 1 CORE UNITS NEEDED

MUST BE MATH, ENGLISH, OR NATURAL/PHYS SCIENCE

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ADVANCED MATH	A	0.5	2
ADVANCED MATH	*NONE*	0	NONE

TOTAL UNITS COMPLETED 0.5
REMAINING TOTAL UNITS NEEDED 0.5

TOTAL NAT/PHYS QUALITY POINTS 2.0

NATURAL / PHYSICAL — 2 CORE UNITS NEEDED

SCIENCE, INCLUDING ONE LAB COURSE IF OFFERED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
PHYSICAL SCIENCE	A	0.5	2
PHYSICAL SCIENCE	A	0.5	2
BIOLOGY	A	0.5	2
BIOLOGY	A	0.5	2

TOTAL UNITS COMPLETED 2.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 8.0

SOCIAL SCIENCE — 2 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
AMERICAN HISTORY 1	A	0.5	2
AMERICAN HISTORY 1	A	0.5	2
AMERICAN HISTORY 2	A	0.5	2
AMERICAN HISTORY 2	A	0.5	2

TOTAL UNITS COMPLETED 2.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 8.0

2013 INITIAL ELIGIBILITY WORKSHEET

JACK GIBBS

UNITS	13.5	MINIMUM TEST SCORE NEEDED BASED ON GPA	
QUALITY POINTS	49.0	SAT	400
GPA	3.630	ACT	37

ENGLISH — 4 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
FOUNDATIONS OF LIT/COMP	A	0.5	2
FOUNDATIONS OF LIT/COMP	B	0.5	1.5
AMERICAN LITERATURE	A	0.5	2
AMERICAN LITERATURE	B	0.5	1.5
CONTEMPORARY LITERATURE	B	0.5	1.5
CONTEMPORARY LITERATURE	*NONE*	0	NONE
	NONE	0	NONE
	NONE	0	NONE

TOTAL UNITS COMPLETED 2.5
REMAINING TOTAL UNITS NEEDED 1.5

TOTAL ENGLISH QUALITY POINTS 8.5

ADDITIONAL CORE — 4 CORE UNITS NEEDED

ENGLISH, SCIENCE, MATH, FOR. LANGUAGE, NON DOC. RELIGION

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
AP CALCULUS	*NONE*	0	NONE
AP CHEMISTRY	*NONE*	0	NONE
US GOVERNMENT	A	0.5	2
SPANISH 1	A	0.5	2
SPANISH 1	A	0.5	2
SPANISH 2	A	0.5	2
SPANISH 2	B	0.5	1.5
SPANISH 3	B	0.5	1.5

TOTAL UNITS COMPLETED 3.0
REMAINING TOTAL UNITS NEEDED 1.0

TOTAL ADD. CORE QUALITY POINTS 11.0

MATHEMATICS — 3 CORE UNITS NEEDED

3 YEARS AT THE LEVEL OF ALGEBRA 1 OR HIGHER

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ALGEBRA 1	A	0.5	2
GEOMETRY	A	0.5	2
GEOMETRY	A	0.5	2
ALGEBRA 2	A	0.5	2
ALGEBRA 2	B	0.5	1.5
ALGEBRA 3	B	0.5	1.5

TOTAL UNITS COMPLETED 3.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL MATH QUALITY POINTS 11.0

ADDITIONAL — 1 CORE UNITS NEEDED

MUST BE MATH, ENGLISH, OR NATURAL/PHYS SCIENCE

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ALGEBRA 3	B	0.5	1.5
AP CALCULUS	A	0.5	2

TOTAL UNITS COMPLETED 1.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 3.5

NATURAL / PHYSICAL — 2 CORE UNITS NEEDED

SCIENCE, INCLUDING ONE LAB COURSE IF OFFERED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
CELL BIOLOGY	A	0.5	2
ENVIRONMENTAL BIOLOGY	A	0.5	2
CHEMISTRY	A	0.5	2
AP CHEMISTRY	B	0.5	1.5

TOTAL UNITS COMPLETED 2.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 7.5

SOCIAL SCIENCE — 2 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
US HISTORY 1	A	0.5	2
US HISTORY 2	A	0.5	2
GLOBAL HISTORY 3	A	0.5	2
GLOBAL HISTORY 4	B	0.5	1.5

TOTAL UNITS COMPLETED 2.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 7.5

2013 INITIAL ELIGIBILITY WORKSHEET

JORDAN LAUF

UNITS	13.0	MINIMUM TEST SCORE NEEDED BASED ON GPA	
QUALITY POINTS	43.0	SAT	500
GPA	3.308	ACT	44

TOLEDO

ENGLISH — 4 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ENGLISH 9	A	0.5	2
ENGLISH 9	B	0.5	1.5
ENGLISH 10	A	0.5	2
ENGLISH 10	A	0.5	2
JUNIOR LIT AND COMPOSITION	B	0.5	1.5
JUNIOR LIT AND COMPOSITION	*NONE*	0	NONE
BASIC SPEECH	A	0.5	2
MYTHOLOGY	A	0.5	2

TOTAL UNITS COMPLETED 3.5
REMAINING TOTAL UNITS NEEDED 0.5

TOTAL ENGLISH QUALITY POINTS 13.0

ADDITIONAL CORE — 4 CORE UNITS NEEDED

ENGLISH, SCIENCE, MATH, FOR. LANGUAGE, NON DOC. RELIGION

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
CONTEMPORARY ISSUES	A	0.5	2
CREATIVE WRITING	*NONE*	0	NONE
PSYCHOLOGY	*NONE*	0	NONE
SPANISH 1	B	0.5	1.5
SPANISH 1	B	0.5	1.5
SPANICH 2	B	0.5	1.5
SPANISH 3	B	0.5	1.5
SPANISH 3	*NONE*	0	NONE

TOTAL UNITS COMPLETED 2.5
REMAINING TOTAL UNITS NEEDED 1.5

TOTAL ADD. CORE QUALITY POINTS 8.0

MATHEMATICS — 3 CORE UNITS NEEDED

3 YEARS AT THE LEVEL OF ALGEBRA 1 OR HIGHER

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ALGEBRA/GEOMETRY 2 HONORS	A	0.5	2
ALGEBRA/GEOMETRY 2 HONORS	B	0.5	1.5
ALGEBRA/GEOMETRY 3 HONORS	B	0.5	1.5
ALGEBRA/GEOMETRY 3 HONORS	B	0.5	1.5
PRECALC/TRIGONOMETRY S1	B	0.5	1.5
PRECALC/TRIGONOMETRY S2	*NONE*	0	NONE

TOTAL UNITS COMPLETED 2.5
REMAINING TOTAL UNITS NEEDED 0.5

TOTAL MATH QUALITY POINTS 8.0

ADDITIONAL — 1 CORE UNITS NEEDED

MUST BE MATH, ENGLISH, OR NATURAL/PHYS SCIENCE

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
CHEMISTRY	B	0.5	1.5
CHEMISTRY	*NONE*	0	NONE

TOTAL UNITS COMPLETED 0.5
REMAINING TOTAL UNITS NEEDED 0.5

TOTAL NAT/PHYS QUALITY POINTS 1.5

NATURAL / PHYSICAL — 2 CORE UNITS NEEDED

SCIENCE, INCLUDING ONE LAB COURSE IF OFFERED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
PHYSICAL SCIENCE	A	0.5	2
PHYSICAL SCIENCE	B	0.5	1.5
BIOLOGY	B	0.5	1.5
BIOLOGY	B	0.5	1.5

TOTAL UNITS COMPLETED 2.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 6.5

SOCIAL SCIENCE — 2 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
WORLD HISTORY	B	0.5	1.5
WORLD HISTORY	B	0.5	1.5
AMERICAN HISTORY	B	0.5	1.5
AMERICAN HISTORY	B	0.5	1.5

TOTAL UNITS COMPLETED 2.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 6.0

2011 INITIAL ELIGIBILITY WORKSHEET

JUICE BROWN - WHAT IS NEEDED

UNITS	16.0		MINIMUM TEST SCORE NEEDED BASED ON GPA	
QUALITY POINTS	41.0		SAT	800
GPA	2.563	66	ACT	66

ENGLISH

4 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
INTRO ENGLISH	B	0.5	1.5
INTRO ENGLISH	B	0.5	1.5
LANGUAGE ARTS	A	0.5	2
LANGUAGE ARTS	B	0.5	1.5
AMERICAN LIT	B	0.5	1.5
AMERICAN LIT	C	0.5	1
CONTEMPORARY LITERATURE	B	0.5	1.5
WRITING - SOCIAL ISSUE	A	0.5	2

TOTAL UNITS COMPLETED 4.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL ENGLISH QUALITY POINTS 12.5

ADDITIONAL CORE

4 CORE UNITS NEEDED

ENGLISH, SCIENCE, MATH, FOR. LANGUAGE, NON DOC. RELIGION

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
HONORS PSYCHOLOGY (B TO A)	A	0.5	2
GEOGRAPHY	C	0.5	1
SPANISH 1	C	0.5	1
SPANISH 1	C	0.5	1
SPANISH 2	A	0.5	2
SPANISH 2	B	0.5	1.5
ECONOMICS	C	0.5	1
AMERICAN GOVERNMENT	B	0.5	1.5

TOTAL UNITS COMPLETED 4.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL ADD. CORE QUALITY POINTS 11.0

MATHEMATICS

3 CORE UNITS NEEDED

3 YEARS AT THE LEVEL OF ALGEBRA 1 OR HIGHER

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ALGEBRA 1 UC	C	0.5	1
ALGEBRA 1 UC	D	0.5	0.5
GEOMETRY	C	0.5	1
GEOMETRY	D	0.5	0.5
TOPICS IN ALGEBRA 2	B	0.5	1.5
TOPICS IN ALGEBRA 2	B	0.5	1.5

TOTAL UNITS COMPLETED 3.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL MATH QUALITY POINTS 6.0

ADDITIONAL

1 CORE UNITS NEEDED

MUST BE MATH, ENGLISH, OR NATURAL/PHYS SCIENCE

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
PHYSICS	C	0.5	1
PHYSICS	C	0.5	1

TOTAL UNITS COMPLETED 1.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 2.0

GEOGRAPHY C

NATURAL / PHYSICAL

2 CORE UNITS NEEDED

SCIENCE, INCLUDING ONE LAB COURSE IF OFFERED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
BIOLOGY	B	0.5	1.5
BIOLOGY	C	0.5	1
CHEMISTRY	C	0.5	1
CHEMISTRY	C	0.5	1

TOTAL UNITS COMPLETED 2.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 4.5

SOCIAL SCIENCE

2 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
WORLD HISTORY	C	0.5	1
WORLD HISTORY	C	0.5	1
AMERICAN HISTORY	C	0.5	1
HONORS PSYCHOLOGY	A	0.5	2

TOTAL UNITS COMPLETED 2.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 5.0

2011 INITIAL ELIGIBILITY WORKSHEET

JUSTIN MOSS

UNITS	16.0		MINIMUM TEST SCORE NEEDED BASED ON GPA	
QUALITY POINTS	43.0		SAT	740-750
GPA	2.688	70	ACT	61

ENGLISH

4 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ENGLISH 9	D	0.5	0.5
ENGLISH 9	B	0.5	1.5
ENGLISH 11 A	B	0.5	1.5
POETRY	B	0.5	1.5
ENGLISH 11B	A	0.5	2
AFRICAN AMERICAN LIT I	B	0.5	1.5
PUBLIC SPEAKING	C	0.5	1
ENGLISH 12A	B	0.5	1.5

TOTAL UNITS COMPLETED 4.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL ENGLISH QUALITY POINTS 11.0

ADDITIONAL CORE

4 CORE UNITS NEEDED

ENGLISH, SCIENCE, MATH, FOR. LANGUAGE, NON DOC. RELIGION

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
PSYCHOLOGY	C	0.5	1
US HISTORY AND GEOGRAPHY	A	0.5	2
FEDERAL GOVERNMENT	B	0.5	1.5
STATE/LOCAL GOVERNMENT	B	0.5	1.5
SPANISH 1 A	A	0.5	2
ECONOMICS	C	0.5	1
SPANISH 2 A	A	0.5	2
SPANISH 1 B	A	0.5	2

TOTAL UNITS COMPLETED 4.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL ADD. CORE QUALITY POINTS 13.0

MATHEMATICS

3 CORE UNITS NEEDED

3 YEARS AT THE LEVEL OF ALGEBRA 1 OR HIGHER

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
ALGEBRA 1	B	0.5	1.5
ALGEBRA 1	B	0.5	1.5
GEOMETRY A	B	0.5	1.5
GEOMETRY B	C	0.5	1
STATISTICS A	B	0.5	1.5
ALGEBRA 2A	A	0.5	2

TOTAL UNITS COMPLETED 3.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL MATH QUALITY POINTS 9.0

ADDITIONAL

1 CORE UNITS NEEDED

MUST BE MATH, ENGLISH, OR NATURAL/PHYS SCIENCE

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
CHEMISTRY A	C	0.5	1
CHEMISTRY B	C	0.5	1

TOTAL UNITS COMPLETED 1.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 2.0

NATURAL / PHYSICAL

2 CORE UNITS NEEDED

SCIENCE, INCLUDING ONE LAB COURSE IF OFFERED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
GEOPHYSICAL SCIENCE	C	0.5	1
GEOPHYSICAL SCIENCE	C	0.5	1
BIOLOGY 1	C	0.5	1
BIOLOGY 1	C	0.5	1

TOTAL UNITS COMPLETED 2.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 4.0

SOCIAL SCIENCE

2 CORE UNITS NEEDED

TITLE	GRADE	UNITS	D-1 QUALITY POINTS
WORLD HISTORY	C	0.5	1
WORLD HISTORY	C	0.5	1
US HISTORY	D	0.5	0.5
US HISTORY	B	0.5	1.5

TOTAL UNITS COMPLETED 2.0
REMAINING TOTAL UNITS NEEDED 0.0

TOTAL NAT/PHYS QUALITY POINTS 4.0

National Co

Education & Res

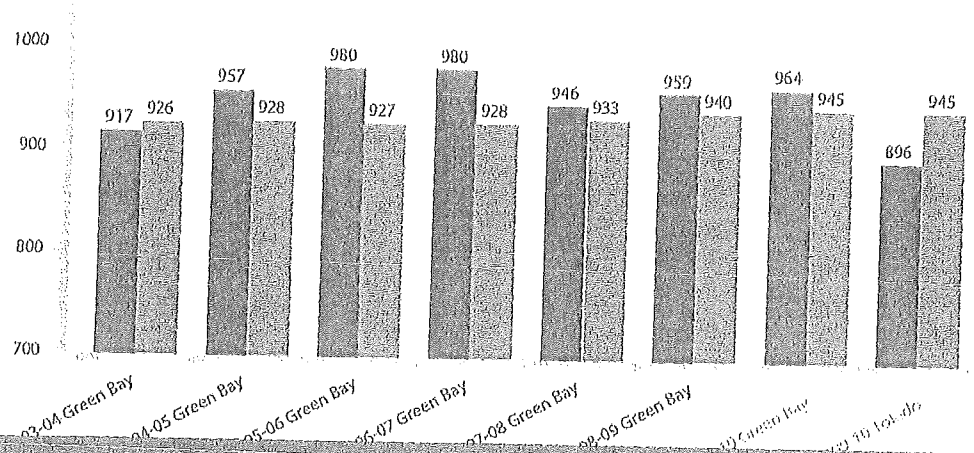
DI Head Coach APR | DI GSR | DI ASR | Federal Grad Rates | APR | Public Recognition Awards

NCAA Division I Head Coach APR Portfolio

Coach	Ted Kowalczyk
Sport	Men's Basketball

Year	Single Year APR	Institution	Start Date	End Date
[illegible]	917			
[illegible]	957			
[illegible]	980			
[illegible]	980	University of Wisconsin-Green Bay	Jul 2003	Mar 2010
[illegible]	946			
[illegible]	959			
[illegible]	964			
[illegible]	896	University of Toledo	Mar 2010	

Shaded rows indicate years with multiple Head Coaches at that institution.



Academic Performance Committee
December 3, 2010
Savage Arena
Fourth Floor Conference Room

Agenda

I. UT Graduation Success Rates (GSR)- 2003 freshman cohort

II. UT Academic Progress Rates (APR)- 2009-10 academic year

   A. Historical penalties- men's basketball
      1. Second stage historical penalty waiver
         a. APR improvement plan
         b. Tod Kowalczyk letter to NCAA
         c. Kowalczyk academic philosophy
         d. Kowalczyk APR portfolio
         e. Projected APR

III. APR waiver timeline

Academic Performance Committee Minutes
December 3, 2010
Savage Arena
Fourth Floor Conference Room

Attendees:
Brian Lutz, Associate AD for Compliance
Sharon Standifer, Registrar
Kelly Andrews, Senior Associate AD/SWA
Alice Skeens, Faculty Athletics Representative
Drew Scales, Assistant AD for Academics
Kathleen Fitzpatrick, Faculty Member
Brad Chandler, Compliance Graduate Assistant

Agenda

I. UT Graduation Success Rates (GSR)- 2003 freshman cohort
- Why have the GSR?
- Explanation of the Graduation Rate compared to Four-Class average and SA Graduation Success Rate
- ***Ms. Fitzpatrick requests the NCAA averages of the GSR to compare with our institutions

II. UT Academic Progress Rates (APR)- 2009-10 academic year
- Explanation of APR
- Tennis Team rates very low, reasoning provided

A. Historical penalties- men's basketball
- Breakdown of men's basketball APR status and how it came to be so low
  1. Second stage historical penalty waiver
- Explanation of the different penalty stages
  a. APR improvement plan
- Mr. Scales elaborated on two points:
  - Possible mandatory tutoring sessions, regardless of the SA's academic status
  - Monitoring study-table hours: Better communication between the coaches and the administration that the SAs are completing their study table requirements
- Degree Completion Contract
  - Clarification that it would take place before last year of a SA's academic degree
- Exit Interviews
  - Evaluate students regardless if there is going to be an APR hit (2.6 GPA exemption)

- Attendance helps, sitting in first two rows helps *more*

    b. Tod Kowalczyk letter to NCAA
    c. Kowalczyk academic philosophy
    d. Kowalczyk APR portfolio
    e. Projected APR

III. APR waiver timeline

- How does the NCAA typically rule with these circumstances?
- Anticipate ruling Mid-Late January
- Possibly include Mid-Year grades for SAs if they are positive

IV. Final Notes

- Need to schedule another meeting next month, preferably with Coach Kowalczyk. Acquire mid-year progress reports so that the APR improvement plan can be addressed and to determine if its helping the SAs and their academics.
- Faculty members would like to stress that coaches and athletics use positive reinforcement for the SAs and their grades.
- Faculty has seen an attitude change with Football SAs, we would like to duplicate the academic turnaround that has been witnessed with the football team.
- Preparing and acknowledging an inevitable APP Penalty Waiver next year for men's basketball
- Continue to find ways to more adequately monitor the student athlete's progress.

11:00AM – 12:10PM

REPORT OF THE
NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE
FEBRUARY 20, 2012, MEETING

***KEY ITEM*.**

- **Timing and Announcement of the NCAA Division I Academic Performance Program (APP) Penalties.** The NCAA Division I Committee on Academic Performance continued its discussion on a more rapid collection and finalizing of NCAA DivisionI Academic Performance Rates (APRs) to expedite the announcement of APRs and application of penalties and/or postseason ineligibility. The Committee on Academic Performance will continue this discussion through the spring to ensure that all possibilities are vetted and the most efficient and effective process is in place.

***ACTION ITEMS*.**

1. Legislative Items.

- None.

2. Nonlegislative Items.

- None.

***INFORMATIONAL ITEMS*.**

1. Penalty Hearing. The committee conducted a hearing for one team subject to Level-Three Penalties and ineligibility for postseason competition.

2. Historically Black Colleges and Universities and Limited-Resourced Institution Advisory Group. The committee received an update from Dr. Vivian Fuller, director of athletics, Jackson State University and Dr. John Rudley, president, Texas Southern University, the December 2011 meeting of the Historically Black Colleges and Universities (HBCU) Limited-Resourced Institution Advisory Group. The group was formed based on a recommendation from the committee and has been working to provide recommendations regarding the APP's impact on limited-resource institutions. The committee considered several recommendations from the advisory group designed to assist limited-resourced institutions successfully transition to the 930 APR penalty benchmark. The committee also reviewed concepts to assist such institutions once the proposed transition has been completed. The committee requested the staff provide some additional information as it further considers these recommendations. The committee

anticipates conducting a conference call prior to its April meeting to review the recommendations.

3. **Timing and Announcement of APP Penalties.** The committee continued its discussion regarding the data collection and announcement of APRs and application of penalties and/or postseason ineligibility. The committee agreed to maintain the current process but will continue to review this issue.

4. **Committee on Academic Performance (APP) Data Review Process.** The committee approved the following changes to the APP data review process, effective immediately for institutions selected for 2012-13 data reviews and thereafter:

   a. Add the following criteria as one of the potential reasons for selection for the data review process. "Institutions with a team(s) with a multiyear APR(s) ranging from 910 to 950;"

   b. Eliminate the review of contemporaneous penalties and the NCAA Division I Academic Progress Rate Improvement Plans from the APR data review process;

   c. Revise the data review process to allow selection of full teams, based primarily on current multiyear APRs, to review in place of the 10 percent sample of all teams;

   d. Combine the Graduation Success Rate (GSR) data review with the APR data review; thus, selecting the same schools for both reviews;

   e. Permit selection of additional institutions for review when deemed appropriate based on APRs and GSRs; and

   f. Amend the GSR review procedures to include the opportunity to review the three most recent years of data and to review a sample of teams based on GSRs and/or inclusion in the APR data review.

   These changes reflect the new 930 APR penalty benchmark and also are a result of several years of experience conducting this work. The changes provide a more condensed timeframe for completing these reviews to help ensure the reviews are completed prior to the public release of APR data each summer.

5. **Impact of the APR Data Review Outcomes on APP Penalties.** The committee amended its policies and procedures to eliminate its policy requiring teams to advance within the APP penalty structure if an APR data review demonstrates the team avoided penalties in the past due to incorrect APR data. The policy will be effective immediately

for institutions selected for 2012-13 data reviews and thereafter. With the new APP structure, access to postseason competition is now tied to an APR benchmark each year and not tied to the penalty structure. The data will continue to be corrected during the data review process and if the result of any corrections places a team below the APR benchmark, the team will be subject to penalties and/or will lose access to postseason competition the following academic year. In addition, the committee has the authority to render an institution's data unusable in the event it was determined through a data review an institution was purposefully manipulating its data in order to avoid APP penalties. This would result in rendering all the institution's teams ineligible for postseason competition, including bowl games, until usable data are submitted by the institution. In addition, the committee can forward information to enforcement if a lack of institutional control is apparent and if student-athletes compete while ineligible.

6. **Two-Four Transfer Data Collection.** The committee approved making the two-year college transfer student-athlete data collection a permanent part of the APR data collection process, which is submitted each fall as part of an institution's Academic Performance Census (APC). This data collection will continue to provide data on the academic performance of two-year college transfers, which has been critical in establishing the new standards and will ensure the opportunity to assess the impact of this recently adopted academic legislation. This data collection includes the sports of baseball, football and men's and women's basketball.

7. **2010-11 APR Data Collection.** The NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting received an update on the collection of the 2010-11 APR data. All data have been submitted from member institutions and approximately 30 institutions remain in the APP penalty waiver phase.

8. **2011-12 APP Data Reviews**. The Subcommittee on Data Collection and Reporting received an update on the 60 institutions involved in the APP data reviews for the 2011-12 academic year. The review of 57 institutions has been completed. The selection of institutions to be reviewed prior to the 2012-13 academic year will occur at the end of February. It is anticipated that approximately 50 institutions will be selected for a GSR/APR data review.

9. **2011-12 NCAA Division I Legislative Council Subcommittee for Legislative Relief Waivers for Student-Athletes Transferring Due to Team's Ineligibility for Postseason Competition Based on APP Penalties.** The staff provided a summary of the waiver requests from member institutions requesting waivers of the transfer year-in-residence for student-athletes transferring from institutions subject to postseason competition ineligibility based on APP penalties.

10. **Occasion-Two and -Three Historical Penalties Taken in 2010-11.** The committee received a summary of the number of institutions that took penalties during the 2010-11 academic year. Eleven of 30 institutions did not impose their penalties and are therefore required to report a secondary violation to the enforcement staff. It was noted that as part of the secondary process generally this failure to take the penalties results in a doubling of the penalty (e.g., one scholarship reduction becomes a two scholarship reduction.)

11. **2011-12 Penalty Waivers.** The staff provided a summary of the decisions made by the staff for postseason ineligibility, Level-One and Level-Three Penalty waivers submitted by institutions during the 2011-12 academic year.

12. **January Report of the NCAA Division I Committee on Academic Performance.** The committee reviewed the report.

13. **January NCAA Division I Board of Directors Meeting.** The committee reviewed the report.

14. **February NCAA Division I Academic Cabinet Meeting.** The committee reviewed the report.

15. **NCAA Working Group on the Collegiate Model -- Rules.** The committee received an update on the NCAA Working Group on the Collegiate Model – Rules and provided feedback on the principles developed for NCAA Division I Bylaws 14 and 23.

16. **NCAA Resource Allocation Presidential Working Group.** The committee received an update on the NCAA Resource Allocation Working Group.

17. **NCAA Working Group on Collegiate Model -- Enforcement.** The committee received an update on the NCAA Working Group on the Collegiate Model – Enforcement.

18. **Committee Policies and Procedures.** The committee was provided the updated policy document based on changes approved in October 2011 and January 2012 by the NCAA Division I Board of Directors.

19. **Newly Appointed Committee Members.** The committee will review this agenda item at a future meeting.

Committee Chair: Walter Harrison, University of Hartford, America East Conference
Staff Liaisons: Diane Dickman, Academic and Membership Affairs
Kevin Lennon, Academic and Membership Affairs
Todd Petr, Research
Bill Regan, Academic and Membership Affairs
Jennifer Strawley, Academic and Membership Affairs

February 20, 2012	
Attendees	Absentees
Jan Blade, Delaware State University	Lisa Melz, Western Illinois University
Jerry Bovee, Weber State University	
Jennifer Brown, Western Carolina University	
Michael Cross, Bradley University	
Jack Evans, University of North Carolina, Chapel Hill	
Kenneth Ferguson, University of Missouri, Kansas City	
David Jamison, Robert Morris University	
Melvin Johnson, Tennessee State University	
Barbara Luebke, University of Rhode Island	
Roderick McDavis, Ohio University	
John Morris, University of Washington	
Vince Nicastro, Villanova University	
Brennan O'Donnell, Manhattan College	
Greg Sankey, Southeastern Conference	
Other Guests in Attendance: Dr. Vivian Fuller, Director of Athletics of Jackson State University , Dr. John Rudley, President of Texas Southern University.	
Other NCAA Staff Members in Attendance: Andy Cardamone, Steve Clar, Bernard Franklin, Michelle Hosick, Andy Louthain, Matt Maher, Binh Nguyen, Tom Paskus, Tiese Roxbury, Naima Stevenson, Wendy Walters, Katy Yurk.	