

PRAIRIE VIEW A&M UNIVERSITY

2004-05 Athletics Self-Study ADDENDUM

Submitted to the
National Collegiate Athletic Association
Division I Committee on
Athletics Certification

July 12, 2007



INTRODUCTION

Responses and charts contained herein are respectfully submitted in support of select responses to the Prairie View A&M University 2004-05 Athletics Self-Study responses submitted to the National Collegiate Athletic Association in May 2007. Responses contained herein are not intended for use in lieu of responses submitted in May but are provided to clarify select responses.

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Miss Shayla M. Myles, Co-Chairperson

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Governance and Commitment to Rules Compliance

Lt. Col. Mark K. Pearson, Chairperson

Miss Shayla M. Myles, Co-Chairperson

Operating Principle 1.2

Self-Study Items: 6 and 7

Original Response Location: Pages 16, 18-19

Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals inside the athletics department?

The chart below indicates the university level of contractual agreement with the coaching staff inside the Department of Athletics:

Inside Athletics: Coaching Staff's Levels of Contractual Agreement				
	Contract	MOA	PDQ	PE
Coach				
Football				
Henry Frazier, Head Coach	X		X	X
Miles Brandon	X		X	X
Michael Bryant	X		X	X
Dwayne Foster		X		X
Roy Jones	X		X - Teaching PDQ	X
Prince Pearson	X		X - Teaching PDQ	X
John Pearce		X		X
Heishma Northern		X		X
Antone Sewell	X		X	X
Men's Basketball				
Bryon Rimm, Head Coach	X		X	X
Talvin Hester			X	X
Women's Basketball				
Cynthia Cooper-Dyke, Head Coach	X		X	X
Toyelle Wilson			X	X
Men's Track				
Clifton Gilliard, Head Coach	X		X	X
Chris Clay	X		X	X
Women's Track				
Essie Washington, Head Coach	X		X	X
Baseball				

Inside Athletics: Coaching Staff's Levels of Contractual Agreement continued				
	Contract	MOA	PDQ	PE
Coach				
Baseball				
Michael Robertson, Head Coach	X		X	X
Waskyla Cullivan			X	X
Tennis				
John Cochran, Head Coach			X – (Staff PDQ for Advising – contains no language regarding coaching)	X
Volleyball				
Alicia Pete, Head Coach			X	X
Bowling				
Glenn White, Head Coach			X	X
Golf				
Andy Bouregeois, Head Coach		X		X
Softball				
Raymond Burgess		X		X

Chart Key

MOA: Memorandum of Appointment (MOA); this document outlines the position's duties, responsibilities, and rules compliance requirements.

PDQ: Position Description Questionnaire; this document details the position's duties, responsibilities, and rules compliance requirements.

The PDQ is the primary document used by the supervisor to evaluate an employee's performance during a rating period. The PDQ provides a specific detailed synopsis of the position's description, minimum and preferred position requirements, duties and responsibilities allotted by the percentage of time that should be exerted towards specific tasks, and, most importantly, provides the quantifiable performance measures used to rate the employee. A major part of the PDQ is the statement regarding NCAA rules compliance; for example, the language in the Head Baseball Coach's PDQ is: The employee will not engage in, support or knowingly tolerate any action violative of any governing constitution, by-law, rule or regulation of the SWAC or the NCAA. In accordance with the University's policies and procedures and pursuant to NCAA regulations, should employee be found to be involved in deliberate and/or serious violations of the NCAA regulations, the employee may be suspended with or without pay or may be terminated from employment.

PE: Performance Evaluation; this document details the employee’s performance throughout the period of evaluation. The employee is evaluated on how well he/she performed his/her duties and responsibilities as outlined in the contract, PDQ, and/or MOA.

Additional Explanation

Head coaches for basketball and football as well as the Athletic Director are the only staff members within the Department of Athletics who have contracts.

University employees who are part-time coaches and assistant coaches employed outside the university are the only Athletic Department staff members who have a Memorandum of Appointment (MOA) in lieu of a Position Description Questionnaire (PDQ) which outlines the position’s duties, responsibilities, and rules compliance requirements.

Each above listed individual has rules compliance statements in his/her contracts, MOAs, and/or PDQs. An example of that rules compliance statement can be found in the head football coach’s PDQ; it reads as follows: “Adhere to and monitor all NCAA and Conference rules and regulations. Also report any violations to any NCAA rules and regulations that arise to the proper officials.”

In addition to the coaching staff’s PDQs, those for non-coaching positions within the Department of Athletics include a compliance statement as well. Those positions within the Department of Athletics are listed in the Self-Study on page 16. That statement reads as follows: “Adhere to and monitor all NCAA and Conference rules and regulations. Also report any violations to any NCAA rules and regulations that arise to the proper officials.”

The chart below indicates the university level commitment in regards to NCAA Rules Compliance outside the Department of Athletics:

Outside Athletics: Staff’s Levels of Contractual Agreement		
Agreement Staff	PDQ	PE
Enrollment Management		
Mark Pearson, Director	X	X
Admissions		
Mary Gooch, Assistant Director	X	X
Recruitment		
Pamela Owens-Freeman, Assistant Director	X	X
Registrar’s Office		
Deborah Dungey, Registrar	X	X
Tina Montgomery, Assistant Registrar	X	X
Financial Aid		
Carlos Clark, Assistant Provost	X	X
Linda Durham, Assistant Director	X	X

Chart Key

PDQ: Position Description Questionnaire; this document details the position's duties, responsibilities, and rules compliance requirements.

Identical to its purpose for employees inside the Department of Athletics, the PDQ is the primary document used by the supervisor to evaluate an employee's performance during a rating period, in accordance with university administrative policies and procedures. The PDQ provides specific detailed synopsis of the position's description, minimum and preferred position requirements, duties and responsibilities a lot by percentage of time towards a specific tasks, and most importantly, provides the quantifiable performance measures used to rate the employee evaluate the performance.

PE: Performance Evaluation; this document details the employee's performance throughout the period of evaluation. The employee is evaluated on how well he or she performed his or her duties and responsibilities as outlined in the PDQ.

Additional Explanation

Directors and Assistant Directors are the only staff members outside of the athletic department who have compliance statements because of their duties and responsibilities imbedded in their PDQs and PEs.

Each of the individuals listed above have a rules compliance statement in his/her PDQ. An example of that rules compliance statement can be found in the Director for Enrollment Management's PDQ; it reads as follows, "The Director for Enrollment Management is responsible for ensuring that his direct reporting units are compliant with NCAA rules and regulations and all applicable university policies and procedures."

The Enrollment Management Division as well as the Office of Student Financial Aid process enrollment and financial aid documents for all students, which include student-athletes. Similar statements were included in the same types of documents for the Associate Provost of Student Financial Aid. That statement reads as follows: "Interpret and apply federal, state and University rules and regulations for Student Financial Aid; package , approve, and monitor all aid to student-athletes to ensure compliance with all National Collegiate Athletic Association rules, regulations, and policies."

Another example of a rules compliance statement applicable to an employee outside the athletic department is: "The Assistant Director for Admissions is responsible for admitting and evaluating student-athletes' academic records to ensure compliance with university policies and procedures and all applicable NCAA rules, regulations, and university policies and procedures."

All three statements are examples of succinct guidance provided by the University to ensure the enforcement of NCAA rules compliance across the entire institution.

Identical to its purpose for employees inside the athletics department, the PDQ is the primary document used by the supervisor to evaluate an employee's performance during a rating period, in accordance with university administrative policies and procedures. The PDQ provides specific detail synopsis of the position's description, minimum and preferred position requirements, duties and responsibilities allotted by percentage of time towards a specific tasks, and, most importantly, provides the quantifiable performance measures used to rate the employee and/or evaluate the performance.

Academic Integrity

Dr. Elizabeth N. Noel, Chairperson

Dr. Danny Kelley, Co-Chairperson

Operating Principle 2.1

Self-Study Item: 7

Original Response Location: Page 30

Compare and explain any differences between the percentage of freshman student-athletes receiving athletics aid who were admitted through any of the processes described in Number 6 above and the percentage of freshman students generally who were so admitted. Provide these comparative data for the three most recent academic years. For the student-athlete data, information should be displayed for each of the sport groups, organized by year, and listed in the NCAA Division I Graduation-Rates supplemental form. [Use the supplied chart to compile these data.]

The number of students conditionally admitted overall compared with the number of student-athletes on athletics aid that were admitted conditionally represented the following percentages among each group for the review years as follows:

Percentage of Conditionally Admitted Students		
Year	ALL Freshmen	ALL Freshman Student-Athletes on Aid
2003-04	46%	34%
2004-05	46%	36%
2005-06	35%	22%

The percentage of freshman student-athletes conditionally admitted was lower than the overall population by 12, 10, and 13, respectively, percentage points over the review years. However, the percentage of freshman student-athletes on athletics aid by sport group indicated that among the eight categories identified for data entry, the following sport groups were noted as having a higher percentage of conditionally admitted students than the overall population.

Higher Percentages of Conditionally Admitted Student-Athletes				
Year				
2003-04	Men's Basketball:	67%	Women's Track/Cross Country:	83%
2004-05	Men's Track/Cross Country:	50%	Men's Other Sports and Mixed Sports:	50%
2005-06	Baseball:	100%	Men's Track/Cross Country:	40%

As cited in the response to Self-Study Item 6, the University catalogs for the review years indicate that **Unconditional admission** requires a student to have: an ACT score of 17 or greater or SAT score of 820 or greater; grade point average of 2.5 or greater on a 4.0 scale in addition to an official high school transcript or GED; and passage of any state mandated examination used as a high school exit examination.

NOTE: Failure to meet any one of the three conditions for unconditional admission may cause a denial of unconditional admission and require an appeal to the admission decision.

Operating Principle 2.1

Self-Study Item: 7 continued

Original Response Location: Page 30

Students who do not meet the aforementioned requirements for unconditional admission may appeal their admission decision by June 30 in writing under any of the following circumstances: successful completion of a bridge program such as the Academy for Collegiate Excellence and Student Success (ACCESS), scores on state or national examinations that are at or above the norm for test takers in Texas, receipt of special recognition for academic achievement, or demonstrated potential for success in college.

In most instances, the minimum SAT is 710 or ACT is 15 for conditional admission. Students are **admitted on a conditional (provisional) basis if the appeal is granted by the committee**, then signed off by the Provost and Senior Vice President for Academic and Student Affairs.

Additional data indicate that for the athletic groups for which the percentage of conditional admits was above the general population, each group on an average demonstrated adherence to at least one of the circumstances for conditional admission.

In 2003-04, the average SAT score for men's basketball was 805; while this average score does not meet the required unconditional admission SAT score of 820, it is above the SAT score of 710 needed for conditional admission. For women's track/cross country, the average SAT score was 727 versus the required unconditional admission SAT score of 820; again, this score is above the conditional admission criterion of 710. In each instance, the average test scores were within the minimum requirements of 710 for conditional admission via appeal.

In 2004-05, the average SAT score for men's track/cross country and men's other sports and mixed sports was 928 for freshman on athletics aid. The data indicating that these groups had conditional admissions of 50% are perhaps due to the number of individuals within these sport groups that were classified as freshmen rather than the average score of new admits. On the average, none of the sport group participants were admitted conditionally.

In 2005-06, baseball did not have any new freshmen on athletics aid; therefore, the percentage shown is an indication of the individuals remaining in the freshmen classification (less than 30 semester hours) but in year two of matriculation. In the case of men's track/cross country, the average SAT score was 904. Once again, the explanation for the appearance of conditional admits is reflected in the data due to the individuals that remain classified as freshmen rather than from the number of new freshmen admitted that were track/cross country student-athletes on athletics aid.

During each of the years noted, individuals within the general populations were admitted conditionally with average SAT scores of less than 820 but above the conditional admit SAT score of 710.

Data indicate that for the sport groups that had conditional admits above the average for the general population, in the following year, the percentage of conditional admits was reduced or non-existent. Therefore, it is believed that an improvement plan is not warranted since

Operating Principle 2.1
Self-Study Item: 7 continued
Original Response Location: Page 30

improvements are currently in progress.

Please reference Special-Admissions Information: For Freshman Students Generally and Freshman Student-Athletes on Athletics Aid, By Year chart on page 18 of this document.

Operating Principle 2.1
Self-Study Item: 8
Original Response Location: Pages 31-32

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

The chart following item 9 provides a list of the individuals cited in Items 8 and 9 by Title/Position for each of the three review years. The individuals that are noted represent the head coach for each sport group, athletic director, athletic compliance officer, faculty athletics representative, admissions office transfer evaluator, and the registrar or registrar's representative identified in the process used to certify and/or re-certify eligibility.

Operating Principle 2.1
Self-Study Item: 9
Original Response Location: Page 32

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

The chart following item 9 provides a list of the individuals cited in Items 8 and 9 by Title/Position for each of the three review years. The individuals that are noted represent the head coach for each sport group, athletic director, athletic compliance officer, faculty athletics representative, admissions office transfer evaluator, and the registrar or registrar's representative identified in the process used to certify and/or re-certify eligibility.

Individuals Involved with Student-Athlete Certification by Position/Title and Year

Position/Title	2003-04	2004-05	2005-06
Athletic Director	Charles McClelland	Charles McClelland	Charles McClelland
Athletics Compliance Officer	Angela McMorris	Angela McMorris	Angela McMorris
Faculty Athletics Representative	Clinnon Harvey	Clinnon Harvey	Clinnon Harvey
Head Coach, Baseball	Michael Robertson	Michael Robertson	Michael Robertson
Head Coach, Men's Basketball	Jerome Francis	Jerome Francis	Darrell Hawkins
Head Coach, Football	C. L. Whittington	Henry Frazier	Henry Frazier
Head Coach, Men's Track/Cross Country	Clifton Gilliard	Clifton Gilliard	Clifton Gilliard
Head Coach, Men's Golf	Vernon Perry	Andrew Bourgeon	Andrew Bourgeon
Head Coach, Men's Tennis	John Cochran	John Cochran	John Cochran
Head Coach, Women's Basketball	Robert Atkins	Robert Atkins	Cynthia Cooper-Dyke
Head Coach, Women's Track/Cross Country	Essie Washington	Essie Washington	Essie Washington
Head Coach, Women's Soccer	Felicia Tarver	Felicia Tarver	Felicia Tarver-Davis
Head Coach, Women's Bowling	Valeria Nickerson	Valeria Nickerson	Glenn White
Head Coach, Women's Golf	Vernon Perry	Andrew Bourgeon	Andrew Bourgeon
Head Coach, Women's Tennis	John Cochran	John Cochran	John Cochran
Head Coach, Softball	Raymond Burgess	Raymond Burgess	Raymond Burgess
Head Coach, Volleyball	Alicia Pete	Alicia Pete	Alicia Pete
Admissions Office Transfer Evaluator(s)	Pamela Owens-Freeman	Pamela Owens-Freeman	Pamela Owens-Freeman Lenice Brown
Registrar	Deborah Dungey	Deborah Dungey	Deborah Dungey
Registrar's Designee	Donnie Tisdell	Donnie Tisdell	Deborah Dungey

Operating Principle 2.1

Self-Study Item: II

Original Response Location: Page 33

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

The University's catalog/bulletin provides academic standards and policies under each of the following headings by year as follows:

Academic Year 2003-04 – “Academic Information and Regulations” (pages 49-72). The subtitles under this section include:

Credit from Sources Other than Prairie View A&M University Courses
Correspondence and Extension Courses
Military School Credit
Credit Available Through Testing
Advanced Placement Testing (National)
Advanced Placement Testing (Local)
College Level Examination Program (CLEP)

Texas Academic Skills Program (TASP)

General Academic Information
Courses and Credits
Registration and Advising
Leaving the University after Registering
Grading System
Grade Reports
Grading/Class Related Appeals
Course Changes and Withdrawals
Voluntary Withdrawal from a Course
Voluntary Withdrawal from the University
Withdrawal of Students Ordered to Military Active Duty
Administrative Withdrawal
General University Probation/Suspension Policy
Class Attendance Policy

University Policy on Academic Dishonesty

Offenses and Disciplinary Actions

Offenses and Appropriate Disciplinary Actions

Operating Principle 2.1

Self-Study Item: II continued

Original Response Location: Page 33

The University's catalog/bulletin provides academic standards and policies under each of the following headings by year as follows:

Academic Year 2003-04 – “Academic Information and Regulations” (pages 49-72). The subtitles under this section include:

Procedures in Academic Dishonesty Cases

Student Rights and Responsibilities in Academic Dishonesty Cases

Graduation Requirements

Application for Graduation

Ordering Transcripts

Honors Standards

Degree Majors and Minors

The Core Curriculum

Academic Year 2004-05 – “Academic Information and Regulations” (pages 63-95). The subtitles under this section include:

Credit from Sources Other than Prairie View A&M University Courses

Correspondence and Extension Courses

Military School Credit

Credit Available Through Testing

Advanced Placement Testing (National)

Advanced Placement Testing (Local)

College Level Examination Program (CLEP)

Texas Success Initiative (TSI) [Changed from TASP in 2003-2004]

Quick THEA Information [Added from 2003-2004 and deleted in 2005-2006]

General Academic Information

Courses and Credits

Registration and Advising

Leaving the University after Registering

Grading System

Grade Reports

Operating Principle 2.1

Self-Study Item: II continued

Original Response Location: Page 33

Academic Year 2004-05 – “Academic Information and Regulations” (pages 63-95). The subtitles under this section include:

Grading/Class Related Appeals
Course Changes and Withdrawals
Voluntary Withdrawal from a Course
Voluntary Withdrawal from the University
Withdrawal of Students Ordered to Military Active Duty
Administrative Withdrawal
General University Probation/Suspension Policy
Class Attendance Policy

University Policy on Academic Dishonesty

Offenses and Disciplinary Actions

Offenses and Appropriate Disciplinary Actions

Procedures in Academic Dishonesty Cases
Student Rights and Responsibilities in Academic Dishonesty Cases

Graduation Requirements

Application for Graduation

Ordering Transcripts

Honors Standards

Degree Majors and Minors

n) The Core Curriculum

Academic Years 2005-2007 – “Academic Information and Regulations” (pages 94-136). The subtitles under this section include:

Credit from Sources Other than Prairie View A&M University Courses
Correspondence and Extension Courses
Military School Credit
Credit Available Through Testing
Advanced Placement Testing (National)
Advanced Placement Testing (Local)
College Level Examination Program (CLEP)

Operating Principle 2.1

Self-Study Item: II continued

Original Response Location: Page 33

Academic Years 2005-2007 – “Academic Information and Regulations” (pages 94-136). The subtitles under this section include:

Texas Success Initiative (TSI)

General Academic Information

Courses and Credits

Registration and Advising

Leaving the University after Registering

Grading System

Grade Reports

Grading/Class Related Appeals

Course Changes and Withdrawals

Voluntary Withdrawal from a Course

Voluntary Withdrawal from the University

Withdrawal of Students Ordered to Military Active Duty

Administrative Withdrawal

General University Probation/Suspension Policy

Class Attendance Policy

University Policy on Academic Dishonesty

Offenses and Disciplinary Actions

Offenses and Appropriate Disciplinary Actions

Procedures in Academic Dishonesty Cases

Student Rights and Responsibilities in Academic Dishonesty Cases

Graduation Requirements

Application for Graduation

Ordering Transcripts

Honors Standards

Degree Majors and Minors

The Core Curriculum

Texas Community College Course Equivalents Accepted at Prairie View A&M University
[Added from 2004-2005]

Operating Principle 2.1

Self-Study Item: II continued

Original Response Location: Page 33

Academic Information and Regulations appear in each publication of the Department of Athletics' manual, student-athlete handbook, and/or institutional handbook for students. In the event that publication of these manuals/handbooks is not completed in each academic year and/or does not cover the same academic years as the university catalog/bulletin, the university catalog/bulletin supersedes all other publications as the governing document.

As an example, using the reference cited in this standard, Good Academic Standing is referenced in the General Academic Information section under the heading, General University Probation/Suspension Policy. The reference states the following:

Failure to maintain minimum standards will cause a student to be placed on probation or suspension. Conditions governing probation and suspension are listed below:

Any student whose cumulative grade point average falls below 2.0 is placed on probation. Any student on probation who does not receive a 2.0 semester grade point average is suspended.

Any student on probation for three consecutive regular semesters is suspended. (This is possible if the student who has a cumulative grade point average earns a semester grade point average of 2.0 or above but does not raise the cumulative grade point average above 2.0). However, a student on probation who has earned a 2.0 or better for three consecutive semesters can appeal the suspension to the Admission and Academic Standards Committee before serving the suspension. A decision to continue the student's probation in lieu of suspension must be approved by the Provost and Vice President for Academic Affairs.

If a student's cumulative GPA drops below 1.00 at the end of any long semester (fall or spring), the student will be suspended.

5. The length of the first suspension is one regular semester. The second suspension is for one year. After a second suspension, a student must meet all academic requirements or be dismissed. Academic probation and suspension will be noted on the student's permanent record. Following suspension, a student is on probation for the next semester and, thus, is governed by the guidelines for students on probation (2003-2004 Catalog, p. 60).

In the 2004-05 and 2005-07 University catalogs, the same aforementioned items are cited on page 77 and page 110, respectively, with the following additional statement: "Students who are suspended are expected to strengthen their academic skills by pursuing credit or non-credit courses or programs related to their academic or career objectives, or engage in other activities that can positively impact students' suspension".

In the second example, a definition of Minimum Full-time Student is provided under General Academic Information – Courses and Credits – Course Loads as follows: "The normal full time course load ranges from 12 semester hours to 18-semester hours per semester during the regular academic year and six to seven semester hours during a five-week summer term. Undergraduate

Operating Principle 2.1

Self-Study Item: 11 continued

Original Response Location: Page 33

students required to enroll in one or more developmental courses as a result of placement examinations are restricted to a maximum of 15 credit hour course loads in a regular semester and 6 semester hours in a five-week summer term. The total credit hours earned for the two summer sessions may not exceed fourteen” (2003-2004 Catalog, p. 54).

In the 2004-05 and 2005-07 University Catalogs, the last sentence of the aforementioned statement changed as follows: The total credit hours earned for the two summer sessions may not exceed twelve” (2004-2005 Catalog, p. 69; 2005-07, p. 102).

Additionally, under the same General Academic Information heading is a reference to the Classification of Students as follows:

“Freshman: A student who has enrolled in regular college work but has earned fewer than 30 semester credit hours. Developmental/Remedial/Study Skills courses do count towards full-time status and course loads, but not classification.

Sophomore: A student who has earned 30 to 59 semester credit hours.

Junior: A student who has earned 60 to 89 semester credit hours.

Senior: A student who has earned at least 90 semester credit hours” (2003-2004 Catalog, p. 55; 2004-05 Catalog, p. 69; 2005-07, p. 102).

There are no exceptions noted in either document specific to student-athletes.

Operating Principle 2.1

Self-Study Item: 13

Original Response Location: Page 34

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

The University Catalog cites under General Academic Information a Class Attendance Policy as follows: “Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or an assignment of a grade of “F”. Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University’s attendance policy in each course syllabus” (University Catalog, 2003-04, p. 60; 2004-05, p. 77; 2005-07, p. 111).

Additionally, the Catalog cites Special Provisions for Students in Developmental (Remedial) Courses as follows: “State law of Texas (The Texas Higher Education Coordinating Board Policies, Subchapter P, 5.316) requires that students who fail any portion of the TASP test “both enroll in and participate” continuously in developmental course work until the TASP requirement has been satisfied. Excessive absenteeism from developmental courses can result in

Operating Principle 2.1

Self-Study Item: 13 continued

Original Response Location: Page 34

the student's dismissal from the University. Accumulation of one week of unexcused absences (the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism (University Catalog, 2003-04, p. 60).

In the 2004-05 and the 2005-07 University catalogs, the Special Provisions for Students in Developmental (Remedial) Courses is not cited.

The description of Excessive Absences, cited in a separate entry indicates that "Accumulation of one week of unexcused absences (the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism. The instructor is not required to accept assignments as part of the course requirements when the student's absence is unexcused" (2003-2004 University Catalog, p. 61; 2004-05, p. 78; 2005-07, p. 111).

An absence due to illness, attendance at university approved activities, and family or other emergencies constitute excused absences and must be supported by documentation presented to the instructor prior to or immediately upon the student's return to class. Students are always responsible for all oral and written examinations as well as all assignments (e.g., projects, papers, reports) (2003-2004 University Catalog, p. 61; 2004-05, p. 77; 2005-07, p. 111).

The policy is communicated to all staff, student-athletes, and athletic staff via the University Catalog. All course syllabi are to include the policy, and the student-athletes are made aware of the policy through an additional medium, the Student-Athlete Policy and Procedures Manual. The procedures for monitoring missed class time are the same for all students.

Operating Principle 2.2

Self-Study Item: 2

Original Response Location: Pages 37-38

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

The Department of Athletics Academic Enhancement Computer Laboratory was initially established with computers provided for the lab in Fall 1997. Additional computers were provided, expanding the size of the lab. The lab is consistently updated, sustaining the currency of the equipment. Recently, the University determined that resources shall be allocated by each department to help ensure that computers are replaced on a five-year cycle to help sustain currency. This improvement plan is not a plan unique or specific to the Department of Athletics Academic Enhancement Computer Lab but a plan that is University-wide.

Academic Integrity

SPECIAL-ADMISSIONS INFORMATION

For Freshman Students Generally and Freshman Student-Athletes on Athletics Aid, By Year

Sport Group (Freshman)											
	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid	Baseball	Men's Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	Women's Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2003-2004	46%	34%	11%	67%	33%	0%	0%	20%	83%	23%
	2004-2005	46%	36%	25%	0%	41%	50%	50%	33%	33%	27%
	2005-2006	35%	22%	100%	0%	24%	40%	0%	0%	14%	20%

Name of person completing this chart: Ms. Mary Gooch
 Titles: Director of Undergraduate Admission

Name of person completing this chart: Ms. Nicole Woods
 Titles: Administrative Assistant

Equity and Student-Athlete Welfare

Dr. Laretta F. Byars, Chairperson

Dr. Kelvin K. Kirby, Co-Chairperson

Operating Principle 3.1

Self-Study Item: 1

Original Response Location: Page 54

List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

The following strategies for improvement were developed from the first-cycle to correct gender issues. Issue items 1, 3, 4 and 5 are addressed as required.

Item 1: Scholarship money spent on men basketball versus women basketball is not equitable.

- a. Original corrective strategy: (1) Reduce out-of-state men recruits, (2) Provide a breakdown of out-of-state waiver allotment, and (3) Conduct fund raising efforts to increase scholarships.
- b. Actions taken by the institution: The Department of Athletics conducts annual analyses and reviews to create a fair and equitable situation in the awarding scholarships to student-athletes. As of spring 2006, seven women basketball players received scholarships. The number of out-of-state waivers requested for student-athletes is closely monitored with the focus on decreasing over time. From 2002, the amount of scholarship dollars for female student-athletes increased by approximately 49%, while the male student-athlete scholarships increased by approximately 54%. From 2004 to 2006, the female student-athlete population was approximately 35% of the male student-athlete population, and the amount of scholarships awarded to female student-athletes on an annual basis was approximately 35% or higher of the total scholarships awarded.
- c. Dates action taken: 2002 through 2006.
- d. Explanation for any partial or non-completion of strategy: None.

Item 3: Scheduling of facilities needs to reflect equitable opportunities for the weight room.

- a. Original corrective strategy: All coaches to supply the graduate assistant with a copy of the weight room schedule for all sports.
- b. Actions taken by the institution: The weight room is scheduled through Mr. Tompkins, the facilities and equipment manager for the Department of Health and Human Performance. Access is controlled, and fair usage is maintained.
- c. Dates action taken: 2003 through 2006.
- d. Explanation for any partial or non-completion of strategy: None.

Operating Principle 3.1

Self-Study Item: 1 continued

Original Response Location: Page 54

Item 4: Equity contestants.

- a. Original corrective strategy: Upgrade recruiting of female athletics to assure equity in the number of women sports, especially basketball and track.
- b. Actions taken by the institution: (1) In the fall of 1996, the Department of Athletics increased the number of female sports startups and hired three new female assistant coaches. Additionally, the Department of Athletics incorporated into its athletic women's program NCAA Division I level Softball. (2) The Department of Athletics in 1998 began to highlight its accomplishments in female sports by actively promoting successes in women's basketball, women's soccer, women's track, softball, rack and volleyball. (3) The Department of Athletics appointed a female Assistant Athletic Director as recruiting coordinator for all sports. (4) In 2002, the Department of Athletics appointed an Assistant Athletic Director for Female Sports as the recruiting coordinator for all sports. (5) The Department of Athletics recently hired a head women's basketball coach as a full-time coach with no teaching duties. Currently, there are ten women sports conference affiliations which include women's indoor track and women's outdoor track.
- c. Dates action taken: 1996, 1997, 1998, 2002 through 2005.
- d. Explanation for any partial or non-completion of strategy: None.

Item 5: Equity on salaries.

- a. Original corrective strategy: Realign head coaches salaries where needed.
- b. Actions taken by the institution: In 2003, equity increases for women's basketball, soccer, track, and volleyball sports were granted. Article III, Section C of the Department of Athletics Policies and Procedures provides, in table form, proposed coaches' salaries based on years of experience. The table indicates that the proposed compensation for head and assistant coaches for like male and female sports will be same.
- c. Dates action taken: 2003 through 2006.
- d. Explanation for any partial or non-completion of strategy: None.

Operating Principle 3.1

Self-Study Item: 2

Original Response Location: Page 54

Report on the implementation of the plan to address gender-equity issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of actions(c) not taken or completed, and (e) explanation(s) for partial completion. [Please note: within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution's has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

Operating Principle 3.1

Self-Study Item: 2 continued

Original Response Location: Page 54

The following strategies for improvement were developed from the first-cycle to correct gender issues. Issue items 6 and 8 are addressed to demonstrate the full end results from the first-cycle plan were completed.

Item 6: Media exposure of women's programs needs to be equitable.

- a. Original corrective strategy: Sports Information Director provides a media guide for these women's sports: volleyball, basketball, softball, and bowling. A marketing and promotional plan for women's sports will be developed.
- b. Actions taken by the institution: The Assistant Sports Information Director for Female Sports, hired in fall of 2004, is responsible for focusing greater visibility on women's sports. For example, he increased media coverage and press releases for female sports. He has also developed web pages with detailed information on women's sports, which can be viewed under the news of the Department of Athletics webpage. A media guide was developed for women's basketball, and women sports are also covered during the release of sports bulletins and press releases. Highlights of significant achievements in women's sports are posted on the University's website for a designated period of time for public information. The Department of Athletics is currently seeking to hire an Assistant Director for Sports Information.
- c. Dates action taken: 2004 through 2006.
- d. Explanation for any partial or non-completion of strategy: None.

Item 8: Scholarship levels for the under-represented sex.

- a. Original corrective strategy: Provide five scholarships for bowling.
- b. Actions taken by the institution: The Department of Athletics has continued the effort to increase scholarships for female student-athletes. The department recently awarded five scholarships, and during spring 2006, awarded scholarships to approximately fifty-eight female student-athletes.
- c. Dates action taken: 2002 through 2006.
- d. Explanation for any partial or non-completion of strategy: None.

Operating Principle 3.3

Self-Study Item: 6

Original Response Location: Page 82

Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input.

Prairie View A&M University's Assistant Athletic Director for Female Sports conducts exit interviews with graduating student-athletes, except for women's volleyball, which is conducted by Coach Felicia Tarver-Davis. The graduating student-athlete is required to complete a Student-Athlete Exit Interview Questionnaire, which covers eight areas of concern: Personal History, Coaching, Athletic Activities, Gender Issues, Facilities and Services, Regulations (National

Operating Principle 3.3

Self-Study Item: 6 continued

Original Response Location: Page 82

Collegiate Athletic Association, Conference, et cetera), Academic Issues, and Extracurricular Activities. (The section on Evaluation in the Operating Principle 3.2 Plan for Improvement indicates as a measurable goal that the Department of Athletics will “Evaluate the effectiveness of diversity recruitment and retention”, and in doing so, a ninth area of concern should be added to the survey to assess minority issues.) Once the graduating student-athlete completes the questionnaire, a formal face-to-face exit interview takes place further expounding on topics from the completed Student-Athlete Exit Interview Questionnaire. Per the Assistant Athletic Director for Female Sports, exit interviews for student-athletes who are graduating at the conclusion of a spring semester or a summer session are conducted prior to the conclusion of the spring semester; no exit interviews are conducted for student-athletes who graduate at the conclusion of the fall semester. The interview discussions are held in strict confidence.

Examples of questions taken from the Student-Athlete Exit Interview Questionnaire which reflect Prairie View A&M University’s commitment to the academic success of its student athletes and its effectiveness of institutional mechanisms to monitor the welfare of student-athletes include:

50. Indicate whether academic support unit assistance was available to you when you needed it by placing an “X” on the scale below:

- | | |
|--|---|
| <input type="checkbox"/> Always reliable | <input type="checkbox"/> Rarely available |
| <input type="checkbox"/> Often available | <input type="checkbox"/> Never available |
| <input type="checkbox"/> Sometimes available | |

55. What do you believe were the weaknesses or areas that need improvement in your field of study?

56. Rate your athletics experience at this institution by placing an “X” on the scale below:

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> Good | <input type="checkbox"/> Poor |
| <input type="checkbox"/> Average | <input type="checkbox"/> No opinion |
| <input type="checkbox"/> Below Average | |

61. Rate your athletics experiences at this institution by placing an “X” on the scale below:

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> Good | <input type="checkbox"/> Poor |
| <input type="checkbox"/> Average | <input type="checkbox"/> No opinion |
| <input type="checkbox"/> Below Average | |

Explain.

62. If you were being recruited from high school, would you choose to attend this institution again?

Yes No

Explain.

The Assistant Athletic Director for Female Sports analyzes the information collected from these interviews and shares the results with the Athletic Director. It is the recommendation of the Equity and Student Athlete Welfare Subcommittee that information obtained from the Exit Interviews is summarized in a manner that will likewise provide constructive feedback to the Athletic Council.

Operating Principle 3.3

Self-Study Item: 7

Original Response Location: Page 83

Describe the institution's and/or athletics department's written grievance and/or appeals procedures available to student-athletes in areas mandated by National Collegiate Athletic Association legislation (i.e. financial aid and transfers) and in other areas (e.g. harassment, hazing, abusive behavior, sexual orientation). Also, identify the individual(s) responsible for overseeing the administration of the grievance and/or appeals procedures and describe the means by which the grievance and/or appeals procedures are communicated to student-athletes and staff.

Financial Aid

Student-athletes are informed in the Student-Athlete Policies and Procedures Manual of the appeals and hearing procedures for financial aid. The student-athlete is informed in writing by the Assistant Director of Scholarships, Ms. Linda Durham, Scholarship Director, when his/her athletic aid is to be reduced or not renewed for the upcoming year or cancelled during the period of award. The written notification will inform the student of the procedures for requesting a hearing and a copy of the institutions policies and procedures, including the deadline by which the student-athlete must request the hearing.

Transfer

The Grievance/Appeals Procedure for Transfer Student-Athletes is published in the Student-Athlete Policies and Procedures Manual. If a student-athlete wishes to transfer to another university, then the student-athlete must notify the Athletic Department in writing of his/her intention and request a letter to grant a release. The Department of Athletics has ten days to respond, and the student-athlete may appeal the decision to the Transfer Student Appeal Board, which makes the final decision. Ms. Linda Durham, Director of Scholarships, is responsible for coordinating the transfer appeals.

Harassment, Hazing, Abusive Behavior, and Sexual Orientation

The Student Athlete Policies and Procedures Manual states, that Prairie View A&M University “prohibits all forms of discrimination, to include discrimination on the basis of age, color, disability, ethnic origin, national origin, religion, race, sex, sexual orientation, or veteran status. Included in this is the prohibition against discrimination on the basis of sex with regards to participation in educational programs or activities, as defined by Title IX of the Educational Amendments of 1972. PVAMU prohibits retaliation against anyone who files a complaint or participates in an investigation concerning discrimination.” The Director of Equal Opportunity and Affirmative Action, Renee Williams, is responsible for insuring the University’s Compliance with this policy.

Student Grievances Procedures/Discrimination are also outlined in the Prairie View A&M University Administrative Procedures Manual. The recent publication of a Prairie View A&M University Student Calendar, 2006-2007 provides a detailed description of the process which is listed in the Table of Contents. According to the Student Calendar, Dr. Kelvin Kirby, Associate Vice President for Student Affairs is responsible for reviewing and investigating or designating a person or persons to review and investigate the problem, issue or concern. The goal is to provide the student a response within ten working days. If additional time is needed to perform the investigation, the student is informed in writing, and the expected closure date is included in the notification. Student-athletes are informed that this information is available in the **Operating**

Principle 3.3

Self-Study Item: 7 continued

Original Response Location: Page 83

Student-Athlete's Handbook which is posted on the Department of Athletics' home page. If the student has a Title IX Complaint, including sexual harassment or sexual orientation discrimination, the Director of Equal Opportunity and Affirmative Action, Renee Williams, is responsible for insuring the University Compliance.

Operating Principle 3.3

Self-Study Item: 8

Original Response Location: Page 83

Describe the institutions educational and support programs in the area of sexual orientation. Also, describe the institution's structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

Every member of the University community is provided a copy of the Prairie View A&M University Policy Against Sexual Harassment. This policy is reviewed in new faculty, staff, and student orientations. The brochure contains the University's Policy Statement Against Sexual Harassment as well as the process and procedures for reporting if one is a victim of or witnesses harassment. All members of the University community are encouraged to report any incidents of harassment or discrimination because of sexual orientation to the Equal Opportunity Office where they will be thoroughly investigated by the Office's director, Ms. Renee Williams.

The Owens Franklin Health Center offers educational support and personal counseling in the area of sexual orientation. Aggie Ally training is provided to several Prairie View A&M University staff members, equipping them with skill and competencies to be effective in working with gay, lesbian, bisexual, and transgender populations. Allies include staff, faculty, and students at Prairie View A&M University who display an Ally placard outside their office or residence room to designate them as individuals who are willing to provide a safe haven, a listening ear, and support for the lesbian, gay, bisexual, and transgender community or anyone dealing with sexual orientation issues. Dr. Ronald Briggs, Psychologist with the Health Center, coordinates the Ally program for Prairie View A&M University.

Prairie View A&M University is committed to providing a safe environment for all students, including student-athletes with diverse sexual orientations. The rules and regulations regarding student conduct are published in the Student Handbook and in the University catalog. These are available on the Internet, at the front desk of the main campus library, and at each administrative office. The University regulations state that "every student including those who are participating in any University sponsored program on or off campus, must abide by the rules and regulations governing student conduct." Authority is delegated to the University Judicial Officer, Col. Sanderson Woods, to investigate, consistent with rules and regulations, violations of the student judicial code of conduct and after thorough review, render decisions that are consistent with approved disciplinary actions.

Operating Principle 3.3

Self-Study Item: 9

Original Response Location: Pages 83-84

Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator(s) responsible for the institutional awareness of health, safety (including travel) and sports medicine policies. Describe the process by which these policies and guidelines are disseminated within the athletics department, who receives this information and how these issues are addressed within the athletics department.

The University Owens Franklin Health Center, directed by Ms. Thelma Pierre, is in direct charge of the medical program for all students, including student-athletes. Dr. Glen Berry is the on-campus physician staffed in the Health Center. He is assisted by Dr. Louis Harmon, a sports injury specialist. Mr. John Mayes, a certified athletic trainer, coordinates the health and safety program for the student-athletes. The ultimate responsibility for the decision as to whether a student-athlete may practice or compete in sports rest with the University Health Center. Medical examinations, conducted by the Health Center, are required for all student-athletes. Student-athletes are not allowed to check out equipment, practice or participate in any activities, until they have submitted proof of having completed the medical examination.

The primary objective of the varsity athletic program is to stress the prevention of injuries through conditioning, good preparation and by the use of good protective equipment. The Student-Athlete Medical Policies are published in the Student-Athletic Policies and Procedures Manual. The Policies and Procedures are evaluated periodically throughout the year by the Sports Medicine Director, resident physician, and Athletic Director. Recommended changes are instituted in a timely manner. The Policies and Procedures are reviewed periodically throughout the year by the Athletics Council. The Texas A&M University System audit evaluates the policies and procedures annually.

Prairie View A&M University is committed to a campus environment that protects the safety and the environment of the students, employees, vendors and the public. The primary responsibility for the development and maintenance of the University's health and safety program is assigned to the University's Environmental Health and Safety Department directed by Mr. Lloyd Iglehart. Specific responsibilities of the department shall include: a. identifying potentially hazardous conditions; b. developing clear, written instructions and guidelines to foster safe work environments and maintain compliance with all applicable federal, state and system health and safety standards; c. monitoring for compliance; and d. assisting and advising departments. Mr. Iglehart meets quarterly with the directors of Health and Safety from other system universities to continuously review and update the policies and procedures related to health and safety for all students, including athletes.

Department heads, including the Director of Athletics and other supervisory personnel are responsible for implementing and ensuring compliance with approved environmental health and safety standards, guidelines, regulations and procedures. Specific responsibilities shall include: a. establishing and maintaining a culture of safety within their department or subunit thereof; b. responding to safety audits; c. monitoring for and ensuring compliance; d. identifying affected employees; and e. providing training and information.

The Policies and Procedures Manual contains four sections that address Travel Regulations, Road Tips, Foreign Travel and the Use of Official Vehicles. All trips must be approved by the Athletic Director and the Vice President for Academic and Student Affairs. For each trip, the coach must

Operating Principle 3.3

Self-Study Item: 9 continued

Original Response Location: Pages 83-84

have a travel manifest (itinerary and participants) completed to be routed as follows:

- a. University Police Department will receive a manifest of all groups and/or student-athletes traveling.
- b. University Police must sign the manifest and then it will be submitted to the travel office.
- c. All administrators and head coaches must submit a traveling manifest of all the student-athletes traveling with their emergency contact numbers.

The Travel Regulations are reviewed by the Athletic Director with his coaches. The University's Environmental Health and Safety Department Director also reviews the travel regulations which are consistent with the regulations for all the Texas A&M University System Universities.

Operating Principle 3.3

Self-Study Item: 10

Original Response Location: Page 84

Describe the institution's emergency medical plan for practices and games.

The Emergency Medical Plan for practices and games can be found in the Department of Athletics' Policies and Procedures Manual. The Plan describes the Emergency Personnel, Emergency Communications, Emergency Equipment, Transportation, and Emergency Action Plan in the Event of Lightning. It is clarified in the Sports Venue Action Plan which describes:

Emergency Personnel: There shall be at least one trained on-site for practices and competitive events. Student athletic trainer(s) may also be present.

Emergency Communications: Portable two-way radio and cell phone (carried by Head Athletic Trainer).

Emergency Equipment: First aid supplies (athletic trainers' kit, body substance isolation (BSI) bag, breathing devices, and crutches). The crutches are stored in the equipment storage building when not in use. Automated External Defibrillator is issued to the head Athletic Trainer.

Roles of Emergency Care Team Members:

1. Immediate care of the injured/ill student-athlete: Follow appropriate first aid principles (See Injury/Illness Emergency Protocol sheet included with this EAP).
2. Emergency equipment retrieval: Appropriate emergency equipment must be retrieved from the designated area at the athletic venue and brought to the scene by a member of the emergency care team.
3. Activation of emergency medical system (EMS) by calling Campus Department of Public Safety (DPS) at (936) 261-1375 or the Head Athletic Trainer at (936) 261-1409. Provide them with the following information:
 - Identify yourself and your role in the emergency
 - Specify your location and telephone number (if calling by phone)
 - Give name(s) of injured/ill individual(s)

Operating Principle 3.3

Self-Study Item: 10 continued

Original Response Location: Page 84

- Condition of victim
 - Time of the incident
 - Care being provided
 - Give specific directions to the scene of the emergency
4. Directions to EMS to the scene
- Assist University Police with directing EMS to scene
 - Open appropriate gates, clear access to gates
 - Designate individual to “flag down: EMS and direct to the scene
 - Scene control: keep non-emergency medical team members away from the scene.

When injuries occur, athletics training staff members work closely with the injured athlete and his or her coaches to ensure a safe and expeditious return to play. In addition, the Owen Franklin Student Health Center provides students with comprehensive health-care services. Following each emergency, the Athletics Medical staff and the Athletic Director review the emergency, the protocol followed and make the necessary adjustments in the protocol, if needed.

Operating Principle 3.3

Self-Study Item: 11

Original Response Location: Page 84

Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions.

The Department of Athletics/Sports Medicine Emergency Action Plan is included in the Department of Athletics Policies and Procedures Manual. The Director of Sports Medicine, Mr. John Mayes, is responsible for overseeing the Plan. The Plan covers in and out-of season workouts, strength training and skills sessions. The Plan affirms that there shall be at least one trained individual at all practices, competitive events, conditioning, and skill sessions. The minimal training is first aid, CPR, and the prevention of disease transmission (blood borne pathogens). Documentation of training is to be maintained by the Department of Athletics and Health Services. These individuals include the Certified Athletic Trainer, student athletic trainer, coaches, and staff supervisors of game management. Appropriate emergency first aid steps must be taken in accordance with the level of certification of each trained member of the emergency care team. These procedures are specified in the Policies and Procedures Manual. It also indicates that the University Health Center is in direct charge of the medical program for all athletes. No athlete will be permitted to check out equipment, practice or participate in any activities, until they have submitted proof of having completed the medical examination.

The Athletic Injury/Illness Emergency Protocol outlines the procedures to be carried out by appropriately trained student athletic trainers or certified athletic trainers. The following roles are included in the EAP:

1. Immediate care of the injured/ill athlete(s);
2. Retrieval of emergency equipment;
3. Activation of Emergency Medical System (EMS); and
4. Directing EMS to the scene.

Operating Principle 3.3

Self-Study Item: II continued

Original Response Location: Page 84

The Emergency Action Plan also contains the procedures for Athletic Injury/Illness Emergency Protocol which discusses protocols for Medical Emergencies, Non-Emergencies and the procedures in the event a student is ill or injured and transported to a hospital/emergency facility for both home and away games. The Department of Athletics Policies and Procedures Manual also contains the Emergency Action Plan in the Event of Lightning and Sports Venue Action Plans for track and field, football, weight room, and hosted Southwestern Athletic Conference events.

The Department of Athletics Policies and Procedures Manual also has a special protocol for track and field, football, weight room, and hosted Southwestern Athletic Conference events which are included in the Policies and Procedures Manual.

Equity and Student-Athlete Welfare

Operating Principle 3.1 Plan for Improvement					
Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individual Officers Responsible for Implementation	Specific Timetable for Completing Work
Accommodation of Interests and Abilities	The institution was not required to submit a first-cycle written plan for improvement.	Monitor the increase of female student-athletes in order to sustain an equitable balance between female and male student-athletes	Athletics programs continuously increase the number of female student-athletes. We do not anticipate any changes to this trend. Currently there are ten women sports and room to increase participation in these sports.	Athletic Director and Assistant Athletic Director for Female Sports	September 2007 to September 2011
Equipment and Supplies	The institution was not required to submit a first-cycle written plan for improvement.	Budget and monitor equipment and supplies in accordance to requirements of a sport in an equitable manner	All coaches and student-athletes are given the best possible care to all supplies and equipment. Complete records are maintained by the equipment manager of all equipment and supplies that have been issued. All supplies used exclusively for a sport is charged to the budget of that sport. Regular schedules are posted of changes of uniform and materials. These processes have been successful and will be continued and monitored to	Athletic Director, Equipment Manager and, coaches of each sport	September 2007 to September 2011

			ensure equity remains constant in this program area.		
Scheduling of Games and Practice Times	The institution was not required to submit a first-cycle written plan for improvement.	Monitor scheduling of games and practice times in order to maintain an arrangement whereby Women's sports will have priority on games and practice times in shared facilities. Also, all coaches, will work together to ensure continuity in scheduling non-conference games.	Women's sports have priority on game days and practice times in shared facilities. Conference games for men's and women's basketball are scheduled by the Southwestern Athletic Conference. For non-conference games, the men's and women's coaches meet to determine the schedule. Except for non-conference schedules, all games are double headers with women's student-athletes playing first. The process has worked well and will be continued. The Department of Athletics will continue to monitor and maintain these arrangements to ensure equity in this program area.	Athletic Director, Assistant Athletic Director for Female Sports, and coaches of each sport	September 2007 to September 2011
Travel and Per Diem Allowance	The institution was not	Ensure that travel and per diem	The prescribed mode of travel is dictated by University policy; however, with the consent of the	Athletic Director, Assistant Athletic Director for Female	September 2007 to September 2011

	required to submit a first-cycle written plan for improvement.	allowance policies are followed in order that student-athletes will be safe and secure during travels. Also monitor to make certain equity is afforded to all sports	Athletic Director, each coach may determine the type of travel for each competition depending upon factors such as distance of travel, required absences from class of student-athletes, and/or factors affecting said travel. The per diem allowance is governed by statutes enacted by the State of Texas. These factors governing travel and per diem allowance will remain in force.	Sports, and coaches	
Tutors	The institution was not required to submit a first-cycle written plan for improvement.	Monitor tutorial scheduling, services and student-athletes achievement rate to ensure that a well balanced tutorial program exists to assist student-athletes achieve success.	The Department of Athletics has as part of its structure an Academic Enhancement program that co-exists with the University's University College Division of Academic Enhancement program. While the two programs are separate entities, they both provide tutoring services to student-athletes. The UC Division of Academic Enhancement program assists student-athletes regardless of their circumstances. The Department of Athletics' Academic Enhancement program, though, requires participation of all first year student-athletes and for upperclassmen student-athletes with GPA's below 2.5. Academic progress reports are required from	Athletic Director, Department of Athletics Academic Enhancement program coordinator, coaches, and staff of the University's Division of Academic Enhancement Program	September 2007 to September 2011

			<p>professors and instructors of these students. Also progress reports of tutorial progress reports are submitted. This information is submitted to the Department of Athletics' academic coordinator for counseling purposes. The Department of Athletics will continue with this activity as is. However, the Department of Athletics and the University will monitor and make change when changes are warranted.</p>		
Locker Rooms, Practice and Competitive Facilities	The institution was not required to submit a first-cycle written plan for improvement.	Monitor the assignment of locker room space, practice and competitive facilities to ensure equitable assignment of space, practice and facilities	Locker space is available for football, men's basketball, and men's track and may be used by baseball if the sport elects to utilize the space. Locker space is also available for women's basketball, women's soccer, women's track and softball. Some male and female sports do not see a need for locker space and, therefore, do not require designation of space. There is additional seating for baseball, softball, and women's soccer that satisfy code requirements. Weight room availability is more accommodating for female student-athletes. Except for added improvements, the existing facility arrangements will not change.	Athletic Director, Assistant Athletic Director for Female Sports, and coaches	September 2007 to September 2011
Housing and Dining Facilities	The institution	Ensure that housing and	All students have access to the same dining facilities in the	Athletic Director, Assistant Athletic	September 2007 to September 2011

and Services	was not required to submit a first-cycle written plan for improvement.	dining facilities services are equitable to student-athletes	Memorial Student Center, and the food is provided through Sodexo. On-campus housing is provided through American Campus Communities and is available on campus. All student-athletes have access to the same housing and dining facilities. This is a viable and functioning service that provides essential, quality food, dining, and housing components for the general student population and student-athletes.	Director for Female Sports, coaches, and dining and housing staff	
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Equity and Student-Athlete Welfare

Operating Principle 3.2 Plan for Improvement					
Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individual Officers Responsible for Implementation	Specific Timetable for Completing Work
Comparison of Populations	The institution was not required to submit a first-cycle written plan for improvement	1. Increase the diverse representation among programs.	1. Provide educational information to coaches and administrators of the available campus resources for minority/diverse student-athletes and staff. 2. Review at the student-athlete orientation meeting the importance of the minority/diversity issues and the role of student-athletes in creating a non-discriminatory environment. 3. Provide a supportive and inclusive climate for minority/diverse student-athletes and staff members. 4. Encourage head coaches of each program to ensure aggressive recruitment of minorities is a part of annual recruitment efforts. 5. The Department of Athletics shall encourage and solicit minority students to apply for departmental internships and professional-development programs.	Athletic Director, Assistant Athletic Director for Female Sports, and Athletics Compliance Officer	Fall Semester Ongoing Annually
Participation in Governance and Decision-Making	The institution was not required to submit a	1. Maintain priority on selecting diverse representation	1. Encourage administrative staff and coaches in the Athletic Department to participate in campus-wide organizations, events and committees.	Athletic Director, Assistant Athletic Director for Female Sports, coaches, and staff	Fall Semester Ongoing Annually

	first-cycle written plan for improvement.	for Student-Athletes Advisory Committee (SAAC). 2. Involve minority coaches and staff on search committees. 3. Provide professional development opportunities.	2. Target minority student-athletes on each team to generate interest in serving on Student-Athlete Advisory Committee. 3. Require professional development experiences for minority coaches and staff.		
Employment Opportunities	The institution was not required to submit a first-cycle written plan for improvement	1. To increase the number of female and minority coaches and staff members within the athletics department.	Consult with the offices of human resources management, equal opportunity programs and campus diversity to develop strategies to successfully identify and recruit applicants from diverse and under-represented groups. Specifically: 1. In order to identify qualified minority candidates, each school should have direct telephone communication with the Executive Director of the Black Coaches Association and/or the Chair of the Minority Opportunity Interests Committee. 2. Each member institution should strive to interview a diverse pool of candidates. 3. Take two or more weeks to make a final decision when selecting a new	Athletic Director, Assistant Athletic Director for Female Sports, coaches, and staff	Fall Semester Ongoing Annually

			<p>coach or administrator.</p> <p>4. Adhere to Affirmative Action hiring policies and procedures as required on campus.</p> <p>5. Advertise open positions in publications that reach diverse populations.</p> <p>6. Provide diversity education to staff throughout academic year.</p> <p>7. Develop faculty-coach minority mentor program.</p>		
Programs and Activities	The institution was not required to submit a first-cycle written plan for improvement.	Communicate current programs available to all minority students and request feedback from student-athletes on the types of issues affecting them.	<p>1. Provide educational guidance for coaches to increase the ability to attract and retain minority/diverse student-athletes.</p> <p>2. Review at the student-athlete orientation meeting the importance of the minority/diversity issues and the role of the student-athlete in creating a non-discriminatory environment.</p> <p>3. Annually survey all minority student-athletes through exit interviews to provide feedback to the department regarding the needs and issues affecting minority student-athletes.</p>	Athletic Director, Assistant Athletic Director for Female Sports, coaches, and staff	<p>Fall Semester</p> <p>Ongoing Annually</p>

Equity and Student-Athlete Welfare

RACIAL OR ETHNIC COMPOSITION
Athletics and Selected Institutional Personnel

		Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
	Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Department Staff	F							3	3	3									
Other Professional Athletics Department Staff	F							6	5	5					1	1			
	P																		
Head Coaches	F							7	7	7				1	1				
	P							1	1	1									
Assistant Coaches	F							12	11	10			1	1		1			
	P																		
Totals (for Athletics Dept. Personnel)	F							29	27	26			1	2	2	2			
	P							1	1										
Faculty-Based Athletics Board or Committee Members								11	9	9					1	1			1
Other Advisory or Policy-Making Group Members																			

Name of person completing this chart: Charles McClelland

Title: Athletic Director