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3.01 SUBJECT: STUDENT-ATHLETE DEVELOPMENT—MISSION AND OVERVIEW
(revised 12/04)

- ACADEMIC SERVICES
- CAREER SERVICES
- CAREER AND PERSONAL DEVELOPMENT

STUDENT-ATHLETE DEVELOPMENT MISSION
Washington State University and Cougar Athletics are committed to helping all student-athletes identify and meet their academic goals leading to graduation and career development. The student-athlete development staff is committed to providing each student-athlete with a learning environment that encourages each individual to develop independence and to mature mentally, emotionally, physically, personally, and socially.

ACADEMIC SERVICES OBJECTIVE
The academic services staff provides comprehensive support for all student-athletes. The type and level of programming, monitoring, and support provided to each student-athlete is dependent upon the individual needs of each student-athlete, based on the review of existing academic information and academic assessments administered by the academic services staff and/or University Testing Services. Student-athletes are encouraged to access existing university resources.

The academic services staff is committed to developing and maintaining a partnership among the coaching staffs, student-athletes, university and athletic department student services staff, and faculty to maximize the educational and career opportunities available for WSU student-athletes. The academic services office initiates support for academic success during on-campus academic recruiting visits with prospective student-athletes, and continues providing support and services until the student-athlete graduates from WSU.

Academic counselors assist student-athletes with time management, class selection, major exploration and selection, graduation planning, career planning, goal setting, study skills, and learning strategies. Counselors work closely with university faculty to monitor grades and class attendance. The academic staff also communicates with the staff and faculty to provide assistance with rescheduling class assignments and exams missed due to team travel.

CAREER AND PERSONAL DEVELOPMENT OBJECTIVE
Dedicated to the Washington State University institutional mission of offering a “world-class, face-to-face” education and the Athletic Department’s mission of attaining the optimal student-athlete experience, the student-athlete career and personal development program is committed to promoting the student-athlete’s life-long process of learning and development toward excellence in academic, athletic, career, personal, and community endeavors while at WSU and later in life.

The career and personal development staff’s primary responsibility is to refer student-athletes to the existing departmental and University resources specific to the students’ interest or need. The career and personal development staff serves in a referral capacity, and when requested coordinates educational opportunities for student-athletes and coaches.

3.01a SUBJECT: STUDENT-ATHLETE DEVELOPMENT—EXPECTATIONS AND GOALS
(revised 12/04)
STUDENT-ATHLETE EXPECTATIONS
To participate in the intercollegiate athletic program at Washington State University, student-athletes must meet all academic requirements of the University, NCAA, and the Athletic Department. All students are also expected to maintain at least a 2.5 cumulative GPA and apply their best effort towards academic success. If a student-athlete falls below this minimum standard, the student will be expected to meet regularly with an academic counselor and meet specified academic requirements.

WSU ATHLETICS ACADEMIC GOALS
- Assist students each semester in developing the appropriate plans to meet their academic and career goals.
- Build strong rapport and working relationships with coaches.
- Decrease the deficiency rate of our student-athletes each semester, while increasing the percentage over 2.50 cumulative GPA.
- Reduce the number of ineligible student-athletes at the end of each spring semester.
- Each year have all teams earn 2.5 or higher semester GPA and maintain 2.5 or higher cumulative GPA.
- Each year have first semester alternate admits earn a minimum 12 credits with a minimum 2.00 GPA.
- Retain and graduate at or above the University’s retention and graduation rates.
- Graduate 100% of our seniors who exhaust their eligibility.
- Communicate effectively with faculty and advisors.

3.01b SUBJECT: STUDENT-ATHLETE DEVELOPMENT– STAFF AND SERVICES
(revised 12/04)

STUDENT-ATHLETE DEVELOPMENT STAFF
- Associate Director of Athletics for Student-Athlete and Staff Development (FT)
- Coordinator of Internal Operations for Student-Athlete and Staff Development (FT)
- Director of Academic Services (FT)
- Director of Career and Personal Development (FT)
- Senior Academic Counselor (FT)
- Learning Services Coordinator (FT)
- Academic Resource Center Coordinator (FT)
- Academic Counselor, Football (FT)
- Academic Counselor (FT)
- Intern for Career Development and Community Outreach (PT)
- Academic Intern (PT)
- Peer Academic Counselors (Volunteers)

SUMMARY OF STUDENT-ATHLETE DEVELOPMENT SUPPORT SERVICES
- New Student-Athlete Orientation
- Learning Assessment (referrals to Testing Services and Disability Resource Center)
- Academic Assessment (for assignment to appropriate service, programs)
- FAST START (week two--time management program for at-risk student-athletes)
- Academic and Career Planning
- Academic Skill Building
- Priority Registration for Student-Athletes
- Monitoring Degree Progress (Degree Audits)
- Proactive Weekly Monitoring (new student-athletes and high-risk returners)
- 4-8-12 Week Evaluations
- General Academic Counseling
- Learning Strategies/Study Skills
• Schedule Review
• Assistance with Team Travel
• Writing and Math Assistance
• Structured Learning Sessions (study teams, guided study, study options)
• Individual and Group Tutoring
• Assistance with Accessing Technology (research and writing)
• ARC - Computer Lab (31 desktops, 16 laptops, B&W/Color Printers, scanner)
• Summer School Financial Aid Program
• Degree Completion Financial Aid Program
• Academic Recognition Programs
• PROWL Resource Center (career and personal development resources)
• Team CARE (Community Service and Outreach Opportunities)
• Career Development Resources at PROWL Resource Center
• Senior Professional Development Portfolio (resumes)
• Senior Folder (resume, business card, cover letter)
• Professional and Graduate School Test Preparation
• PROWLLing for Life Educational Program
• Junior and Senior Planning Meetings

3.02 SUBJECT: ACCESS TO STUDENT-ATHLETE DEVELOPMENT SERVICES
(revised 12/04)

Consistent with departmental policy, individuals from the following groups have access to the academic, personal development, and career services listed below:

• **Current Student-Athletes Listed on Daily Eligibility Report**
  All available academic, career and personal development, and career services

• **Students in the WSU Degree Completion Program**
  All available academic, career and personal development and career services

• **Former WSU Student-Athletes (exhausted eligibility, working toward 1st degree, not on aid)**
  Academic Resource Center (ARC)
  Career Services through athletic department and university

• **Equipment Managers**
  METRO Priority Registration
  ARC access
  Student Computer Services (SCS) Server Passes
  Class Absence Letters
  SALC Individual Tutoring
  Group Tutorials
  REACT midterm evaluation, if requested
  Laptop checkout (per availability for team travel)
  Team CARE
  Career Services through university

• **Athletic Trainers**
  METRO Priority Registration
  ARC Access
  SCS Server Passes
  Class Absence Letters
  SALC Individual Tutoring
  Group Tutorials
  Laptop checkout (per availability for team travel)
  REACT midterm evaluation, if requested
Team CARE
Career Services through university

- **Graduate Assistants**
  - ARC Access
  - SCS Server Passes
  - Team CARE
  - Career Services through university

- **Spirit Squad**
  - Team CARE
  - Track full time enrollment, as requested
  - Provide semester grades, as requested

- **No Access to Services:**
  - Athletic department interns and/or student assistants (i.e. business office, marketing, sports information, physical development, etc.)
  - Band

3.03 SUBJECT: ACADEMIC STANDARDS PROGRAM-ASSESSMENT AND EXPECTATIONS
(revised 12/04)

Washington State University and Cougar Athletics are committed to helping student-athletes identify and meet academic and career goals leading to graduation and career development. The administration, coaches, and support staff are committed to providing a positive and independent learning environment for all student-athletes at Washington State University. The academic services staff is committed to creating an environment for the student-athletes where progress toward a degree is the focus, rather than eligibility. The academic services staff is committed to developing programs, monitoring systems, and support systems to achieve these goals.

The academic standards program is designed to enhance the level of services currently provided for WSU student-athletes and encourages student-athletes to make a serious commitment to their academic performance and success at WSU. The program also standardizes the academic expectations for all sports and all student-athletes. In addition, the academic program provides for equitable treatment of student-athletes, makes the student-athletes' needs assessment more objective, and emphasizes the athletic department’s concern for the welfare of each student-athlete and his/her progress toward graduation.

The following academic profiles have been developed with the objective of assessing individual needs:

**HIGH RISK:**

Students within this profile are not in a position to certify in a major or graduate because their cumulative GPA is below a 2.0. They are also at risk of not being reinstated to the university and may face the need to transfer to a community college. For these students to progress within the WSU academic system, they need maximum support and services. Students will be required to meet weekly with an academic counselor, will be placed in structured learning environments, will be required to access a service for each course, tested if necessary to determine special needs, and will be expected to study a required minimum number of hours/week at the Academic Resource Center with the academic staff or tutors. Counselors will closely monitor NCAA progress to degree and University reinstatement conditions.
MODERATE RISK:
Students within this profile meet minimum university academic standards, however, may not be in a position to certify in a major of their choice. They can graduate, but may not be satisfied with their degree as they leave WSU. These students may need specific support services/programs/counseling to get them on track so they have a choice in their career path and they leave WSU with a degree more meaningful to them. The types of services provided to students within this academic profile may vary based on specific needs, therefore, the academic counselor's assessment and follow through will be critical in developing a program to meet the student-athlete's individual needs. Students will have weekly contact with an academic counselor, may be placed in structured learning environments as needed, and expected to study a minimum number of required hours/week at the Academic Resource Center. Counselors will closely monitor NCAA satisfactory progress, progress toward a degree, and if applicable University reinstatement conditions.

NEW STUDENTS:
All new students are targeted the first semester of enrollment. All new scholarship student-athletes and significant walk-ons will be required to meet weekly with either a full-time academic counselor or peer academic counselor.

GENERAL CONTACT:
Returning students within this academic profile appear to be on track to certify in a major of their choice and on track to graduate within a five-year period. Services are made available based on individual requests and need. Students will have contact with an academic counselor in order to track NCAA progress to degree requirements. Career services will also be a focus for this group.

SENIORS:
Academic services will be determined on an individual basis for seniors who have exhausted their eligibility. If seniors are over 2.00 and certified in a major, they are expected to work independently.

WALK-ONS:
Academic services will be determined on an individual basis for walk-ons. Each head coach will recommend walk-ons for participation in required academic support services. If walk-ons no show required academic services, they will be dropped from services.

3.03a SUBJECT: ACADEMIC STANDARDS PROGRAM-MONITORING
(revised 12/04)
Student-athletes earn their way into a more independent learning environment through higher academic performance (determined by cumulative GPA and previous semester GPA). Academic performance will be re-evaluated each semester to determine the appropriate program for each student-athlete. Student-athletes move into a more independent learning environment once they demonstrate a commitment to balancing academics with athletics.

If student-athletes do not meet weekly academic expectations, follow-up will include:
• Student-athlete and counselor meet to resolve issue.
• Student-athlete, coach, and counselor meet to resolve issue.
• Student-athlete, coach, director of academic services meet to resolve issue and revise academic plan, if appropriate.
• Student-athlete, coach, associate director of athletics for student-athlete development meet to confirm academic plan and expectations (contract may be established).
• Student-athlete, coach, and sport supervisor meet to clarify expectations and confirm future consequences.

Note:
• Students not in a monitoring program: May be placed in a monitoring program based on negative reports on the 4-8-12 week evaluations
• Student-athletes with a history of not meeting academic expectations - aid may be issued by semester. Renewal of aid determined by student-athletes' commitment to meeting academic expectations.
• Degree completion and summer school aid is determined by student-athletes' commitment to meeting academic expectations and NCAA academic requirements.

3.03b SUBJECT: ACADEMIC STANDARDS PROGRAM-INDIVIDUAL ASSESSMENT-SERVICES
(revised 12/04)

HIGH RISK
All student-athletes in the “high risk group” are returners who are “deficient” and/or below 2.0 cumulative GPA; or their previous semester was below 2.00 semester GPA; or new students who were non-qualifiers out of high school, alternate admits, or those with a documented learning disability. The University Faculty Senate is taking a stronger stance with academic deficiency, and so “good academic standing” will be more dependent on a student’s semester GPA. Also, students will/may not be reinstated if their cumulative GPA falls below 2.00 two or more terms in their career at WSU. Therefore, an enhanced level of services is necessary for the group of students in the high risk category. Assigned academic counselors will not have a great deal of flexibility with this group. To ensure consistency in our services within teams and among all of our teams, each student in the “high risk group” will participate in the following:  (possible exception: seniors)

• Tutoring for every course (if applicable and available–otherwise TA or guided study team).
• 4 and 12 week evaluation--counselor contact with faculty.
• Daytime study hours twice per week.
• Meet with professor for every course by the second week of school, continue meetings during the semester.
• Meet with faculty advisor 3 times/semester.
• Weekly meeting with academic counselor. (per criteria, some will have an Individual Academic Success Plan)
• Study Options Program--10 hours per week (must be structured and with professor, TA, staff, tutor, or coach)
• Attend FAST Start workshop (learning services coordinator provides list of FAST start participants to coaches and academic staff).
• Guided Study Teams (learning services coordinator assigns groups as needed and available and forwards to coaches and academic staff)
• Complete goal setting sheet.

MODERATE RISK
Students are considered to be of “moderate risk” if they are below a 2.2 cumulative GPA and above 2.00 semester GPA the previous semester. They are not new and they are not seniors–this
is at least their second semester at WSU. They are not doing well enough to be on their own, but they are not doing as poorly as the high risk group. Students in this group are still attend weekly meetings, however, counselors will have some flexibility with this group. The assigned academic counselor will develop a plan and communicate closely with the head coach. The services required for this group are: (Note: Returners earning less than 12 credits in the previous semester may be added to this group)

- Weekly meeting with academic counselor.
- Meet with professor for every course by the second week of school, continue meetings during the semester.
- Study Options Program—10 hours per week.
- Complete goal setting sheet.

NEW STUDENTS

These students are in their first semester at WSU. They need the opportunity to be involved with our services and get to know our staff. They may also need to build study habits which will give them the opportunity to succeed at WSU. We should try to have a positive impact on as many students as possible. Therefore, new first semester students will participate in the following:

- Weekly meeting with academic counselor.
- Study Options Program—10 hours per week (director of academic services and coach will assess).
- Meet with professor for every course by the second week of school, continue meetings during the semester.
- Guided Study Teams (if under 28 AIN, or if assigned by director of academic services)
- Complete goal setting sheet.

3.03c SUBJECT: ACADEMIC STANDARDS PROGRAM-PROGRAM CRITERIA FOR REQUIRED PARTICIPATION
(revised 12/04)

WEEKLY MEETINGS

The purpose of a weekly meeting is to:

- Build rapport with a new student-athlete, and improve rapport with the returners.
- Teach skills necessary to ensure academic success.
- Provide a contact for each student-athlete who may have academic and/or personal issues—issues can either be dealt with in the meeting, if appropriate, or this allows the counselor to refer the student to the appropriate area and/or person on campus.
- Assist the student-athlete with course, major, and career selection.
- Identify all campus and athletic department resources (i.e., tutoring, computer labs, professors, TA’s, counseling center, MSS, mentoring programs, PROWL Resource Center).
- Provide weekly monitoring report for head coaches.

Criteria for weekly meetings:

- Scholarship students are a priority
- New students (per director of academic services and coach assessment)
- Cumulative GPA 2.2 as a guideline
- All deficient student-athletes
- All moderate or high risk student-athletes
INDIVIDUAL ACADEMIC SUCCESS PLANS (IASP)
The learning services coordinator prior to the start of the semester will develop individual academic plans. The director of academic services and learning services coordinator will monitor implementation, evaluation, and completion of each plan.

Criteria for IASP:
- “High risk” returning students
- “High risk” new students
- New students with documented learning disability
- Returning students with documented learning disability who have below 2.20 cumulative GPA

FAST START
The FAST Start workshop is a planning and organizational session and is facilitated by the learning services coordinator the second week of school each semester.

Criteria for FAST Start:
- Scholarship student-athletes are the priority
- “High risk” returning students
- “High risk” new students
- New students with documented learning disability
- Returning students with documented learning disability who have below 2.20 cumulative GPA

GUIDED STUDY TEAMS
The learning services coordinator will assign a facilitator to a team of 3-5 students from a common class. The facilitator will assist students with developing learning strategies for this particular class on a weekly basis. With the acquired learning strategies students will be able to meet as a study group/team throughout the semester and study independently in preparation for exams, quizzes, and projects.

Criteria for required attendance at guided study teams:
- Scholarship student-athletes are the priority
- Returners under 2.00 cumulative GPA
- Returners under 2.00 semester GPA the previous term
- All new students under 28 AIN (or as assigned by the director of academic services and/or coach)
- Transfers who were non-qualifiers, per NCAA Clearinghouse
- New students with documented learning disability
- Returning students with documented learning disability who have below 2.20 cumulative GPA

If students are not assigned to study teams or would like additional assistance, a Guided Study Facilitator is also available to work one-on-one with students Sunday–Thursday, 7:00-10:00 p.m. at the Academic Resource Center. The facilitator assists with learning strategies across all content areas. Writing Assistance is also available in Bohler 286 study area during evening hours.
STUDY OPTIONS PROGRAM
This is a required 10 hour per week study program. The intent is to provide a structured learning environment and to allow the students to determine what type of assistance will best benefit them. Almost any structured, monitored study session will help complete the 10 hour requirement. Examples include: tutoring, professor/TA meetings, study sessions, guided study teams, work done in the ARC structured by the lab monitor, work done during guided study structured by a facilitator.

Criteria for required participation in the study options program:
- The “high risk” group
- The “moderate risk” group
- New students (as determined by team counselor and coach)

NEW STUDENT-ATHLETE SEMINAR
The New Student-Athlete Seminar is a graded class for one academic credit. This seminar is designed to assist new student-athletes manage their introduction into WSU Athletics and explore healthy life skills. Facilitators of the seminar focus on providing the information and skills needed for making a successful transition to the role of WSU student-athlete in a new and unique environment. The seminar meets for one hour a week during the Fall Semester, and also in the Spring Semester for January enrollees. The New Student-Athlete Seminar curriculum covers a range of topics presented both by content experts and student-athlete peers. Typical topics include Healthy Life Choices, Media Management, Career Development, Leadership, Diversity Topics, Substance Abuse, Relationships, Nutrition, Hazing, Transitions and Change, Money Management, Communication, WSU and community resources, and more. The seminar is facilitated by the program director for career and personal development and the learning services coordinator.

3.04 SUBJECT: NEW STUDENT-ATHLETE ORIENTATION
(revised 12/04)

New student-athletes will participate in an academic, personal development, and career services orientation prior to the first week of enrollment. The orientation will include a survey of existing university and department resources and tours of important university student support resources and facilities.

RESPONSIBILITY

Coach
1. Communicate special orientation needs and scheduling options to the director of career and personal development.

2. Provide new student-athletes with the orientation schedule and require their attendance at all orientation sessions.

Student-Athlete
1. New student-athletes will attend each scheduled orientation session.

Student-Athlete Development
1. Plan and program a comprehensive orientation and tour of on-campus academic and career support programs and facilities.
2. Director of career and personal development solicits orientation needs and scheduling options from coaches.

3. Provide schedule of orientation activities to coaches.

4. Schedule and coordinate orientation sessions.

3.05 SUBJECT: ACADEMIC ASSESSMENT
(revised 12/04)

The academic services staff assesses the academic strengths and weaknesses of student-athletes using existing academic records and assessment instruments (see academic standards program Section 03.03).

Any student-athlete with a documented learning disability or physical impairment will meet with the athletic department’s learning services coordinator to develop an individual academic success plan (IASP), and for possible referral to other University resources.

The learning services coordinator administers the SATA screening test to new transfer students who were high school non-qualifiers and freshmen with an Admissions Index Number less than 28. The learning services coordinator also coordinates access to all available university resources through the Disability Resource Center. The learning services coordinator forwards any recommendation for a waiver of NCAA academic requirements to the director of academic services.

RESPONSIBILITY

Coach

1. Refer student-athletes to learning services coordinator.

2. Communicate testing times to student-athletes.

Student-Athlete

1. New student-athletes participate in SATA screening as assigned during new student-athlete orientation.

2. Request academic assessment.

3. Arrange testing times with the learning services coordinator.

4. Take assessments and meet with learning services coordinator for interpretation of results.

5. Seek further testing, if appropriate.

6. Access resources as recommended by learning services coordinator and/or Disability Resource Center.

Learning Services Coordinator
1. Identify student-athletes who should be tested by using existing academic records and taking referrals from coaches and faculty.

2. Administer the SATA screening test to new transfer students who were high school non-qualifiers and freshmen with an Admissions Index Number less than 28. Review results with team academic counselor and student-athlete.

3. Refer student-athletes and arrange for testing with University Testing Services.

4. Notify coach of testing times and locations.

5. Review assessment results and recommend appropriate academic services.

6. Review assessment results and recommendations with coach and assigned academic counselor.

7. Forward any recommendations for waiver of NCAA academic requirements to director of academic services.

3.06 SUBJECT: FAST START
(revised 12/04)

To reinforce the importance of studying all sixteen weeks of the semester, high risk student-athletes are expected to attend the FAST Start planning session early in the second week of the semester. FAST Start seminars are planning sessions organized and facilitated by the athletic department's learning services coordinator and academic counselors.

After attending FAST Start, students are prepared to begin school and their weekly meeting with their academic counselor. High-risk student-athletes and students with learning disabilities are required to attend a FAST Start seminar for assistance with organizing their syllabi in their binder, completing their semester time management calendar and reviewing the academic skills packet (quick review of college study skills with easy-to-use instructions and ideas for study skill development. This packet is included in the binder and can be used by the academic counselor and student-athletes throughout the weekly meeting process).

Attendance is required for the following student-athletes:
• Scholarship student-athletes are the priority
• “High risk” returning students
• “High risk” new students
• New students with documented learning disability
• Returning students with documented learning disability who have below 2.20 cumulative GPA

RESPONSIBILITY

Learning Services Coordinator

1. Learning Services Coordinator identifies students who will participate in FAST Start.
2. Provide coaches with the **FAST Start** student list. Request coaches to notify student-athletes of the day, time, and location.

3. Order binders and dividers, reserve room, post flyers reminding students of the day, time and location.

4. Provide student-athletes assistance during the **FAST Start** session (confirm book purchase, provide time management calendars and assist with developing time management plan).

5. Notify coaches and assigned academic counselor if a student-athlete is a “no show.”

**Student-athlete**

1. Attend **FAST Start** session the second week of the semester.

2. Bring to the **FAST Start** session all syllabi and textbooks.

3. Organize binder with syllabi and time management calendars.

**Coach**

1. Remind students to attend **FAST Start**. Encourage students to bring all syllabi to the session.

2. Remind students to purchase books prior to the **FAST Start** session.

3. Follow-up as necessary with student-athletes who were “no shows.”

**3.07 SUBJECT: ACADEMIC PLANNING – PRE- AND POST-ADVISING**

(Revised 12/04)

Student-athletes are officially advised by university academic advisors in accordance with University policy. Athletic academic counselors provide **pre-advising** or **post-advising** for student-athletes to ensure that student-athletes understand university and NCAA requirements and actively participate in the advising process. Pre- and post-advising also ensures that academic schedules are realistic and meet NCAA satisfactory progress requirements. The academic counselor’s focus is on class selection, major selection, and tracking progress toward a chosen degree program, including the development of graduation plans with “time to degree” as an important component. Student-athletes are encouraged to take responsibility for their own education. The academic staff’s responsibilities include fostering, assisting, and informing the student-athletes of their best academic options.

**RESPONSIBILITY**

**Coach**

1. Assist with identifying student-athletes who would benefit from seeing a counselor for pre-advising.

2. Remind freshman and sophomore students to meet with athletic academic counselor and faculty advisor for pre-advising and advising **before** the first day of METRO priority registration.

**Student-Athlete**
1. Make appointment with faculty advisor prior to first day of METRO priority registration for student-athletes.

2. Make an appointment with assigned athletic academic counselor or attend scheduled group meeting with athletic academic counselor prior to the first day of METRO priority registration.

3. Actively participate with the counselor in the pre-advising process.

Team Academic Counselors

1. Notify coaches of students who need to make an appointment with faculty advisors.

2. Schedule group pre-advising sessions with each team, as necessary.

3. Meet with student-athletes to discuss and review student’s Degree Audit Report (DARS), academic plan, and major choice.

4. Prepare student-athlete for meeting with faculty advisor and encourage active involvement by student-athlete. Review graduation requirements per major interest(s).

5. Receive updated satisfactory progress check sheets and cover sheets from registrar’s office for students certified in a major. Review check sheets with students, as needed, and review enrolled schedule for applicability toward degree.

6. Notify coaches and student-athletes of any practice conflicts or schedule concerns.

7. Consider NCAA progress to degree when advising student-athletes:
   - 1st year of enrollment = enrolled in minimum 12 credits each semester.
   - At the start of the 2nd year = minimum 24 credits and minimum 1.8 cumulative GPA.
   - At the end of 2nd year = minimum 48 hours of degree credits.
   - Start of 5th semester/3rd year = minimum 40% of degree credits completed with minimum 1.9 cumulative GPA.
   - Start of 7th semester/4th year = minimum 60% of degree credits completed with minimum 2.0 cumulative GPA.
   - Start of 9th semester/5th year = minimum 80% of degree credits completed with minimum 2.00 cumulative GPA.
   - All student-athletes must earn 6 credits each term in order to compete the following term.
3.08 SUBJECT: PROACTIVE WEEKLY MONITORING
(revised 12/04)

The academic services staff meets weekly with the high risk, moderate risk, and first semester new student-athletes to provide a structured academic support program and to track academic progress in each class. Academic counselors assist student-athletes with class selection, major selection, graduation planning, career planning, time management, goal setting, study skills, and learning strategies. Counselors work closely with University faculty to monitor grades and class attendance. Counselors also communicate with students’ instructors to provide assistance with rescheduling or making-up class assignments and exams missed due to team travel. **Proactive weekly monitoring** improves communication among the academic counselors, student-athletes, coaches, advisors, and instructors.

New student-athletes may be assigned to a Peer Academic Counselor (PAC). The PAC program is a peer mentoring program designed to assist new student-athletes with their transition from high school or community college to a Division I institution. Peer counselors give the new student-athletes a contact person on a weekly basis to share accomplishments and challenges. Peer academic counselors emphasize time management, balancing athletic and academic commitments, keys to success, and accessing department/university resources. Peer counselors may also assist student-athletes with learning strategies, writing and research skills, and maintaining successful interaction with professors.

**RESPONSIBILITY**

**Coach**

1. Request student-athletes involved with the Academic Standards Program to make an appointment with academic counselor.

2. Confirm with student-athlete his/her weekly meeting time with academic counselor.

3. Review Weekly Contact Report from the academic counselor. Reinforce to the student-athlete the purpose and importance of the proactive weekly monitoring efforts.

4. Use the reports to provide appropriate motivation, discipline, support and concern for student-athletes.

5. Participate in counselor, coach, student-athlete academic meetings, as necessary.

**Student-Athlete**

1. If assigned to required academic appointments and services, agree to meet the expectations as outlined by the departmental “Academic Partnership Agreement”.

   OR

   If interested in academic assistance, request to participate in proactive weekly monitoring.

2. Participate in **FAST Start** program second week of school (bring syllabi and textbooks to review assignment due dates and to develop a time management plan and calendar).
3. Provide counselor with a syllabus from each course by the second week of class.

4. Meet weekly with the academic counselor. Provide assignments as requested. Actively participate in identifying weekly academic “to do” list.

**Academic Counselor**

1. Make initial contact with student-athletes, as assigned. Schedule weekly meeting time.

2. Receive course syllabi and weekly appointment schedule from the student-athlete.

3. Generate a file for the student-athlete with class schedule, syllabi, Weekly Contact Report, “Partnership Agreement”, time management calendars with all due dates and academic appointments highlighted, 10 Hour Study Option Form, 4-8-12 week evaluations, and other evaluation forms, as needed.

4. Meet weekly with the student-athlete to review assignment due dates, test preparation, note taking, tutorial appointments, papers, grades, attendance and other areas affecting academic performance. Assist with study skills and learning strategies, as needed or requested.

5. Complete Weekly Contact Reports and distribute to Head Coach every Monday during the academic year and during summer session.

6. Communicate with coach, faculty, advisor, or parents as necessary and appropriate.

7. Coordinate meeting with coach, academic counselor, and student-athlete if student-athlete fails to meet weekly academic requirements.

**Director of Academic Services**

1. Assign individual student-athletes to the appropriate team academic counselor, learning services coordinator, or Peer Academic Counselor.

2. Review Weekly Contact Reports. Forward reports to each head coach.

3. Maintain summary of the academic performance of all student-athletes.

4. Track student-athlete academic performance throughout the semester. Notify associate director of athletics for student-athlete development, sport supervisor, and head coach, as needed of significant issues impacting student-athletes’ retention, eligibility, and/or graduation.
5. Coordinate an academic meeting with the student-athlete and associate director of athletics for student-athlete development and/or head coach if student-athlete fails to meet weekly academic requirements more than three times/semester.

3.08a SUBJECT: WEEKLY CONTACT REPORT  
(revised 12/04)

3.08B SUBJECT: ACADEMIC SERVICES PARTNERSHIP AGREEMENT  
(revised 12/02)

3.09 SUBJECT: MONITORING - 4 AND 12 WEEK EVALUATIONS  
(revised 12/04)

Academic counselors meet weekly with the high-risk, moderate-risk, and first semester new student-athletes to provide a structured academic support program and to track academic progress in each class.

The academic services office initiates e-mail and phone evaluation requests to each professor/instructor of all scholarship “High Risk” student-athletes in the 4th and 12th week of each semester. This monitoring system improves communication among the faculty, athletic counseling staff, student-athletes, coaches and advisors. Academic counselors working with moderate risk and new student-athletes will utilize the 4 and 12 Week Evaluation Forms based on individual performance and specific circumstances. A counselor may also seek feedback from professors via phone and e-mail. The student-athlete or professor returns the 4 and 12 Week Evaluation Forms to the student-athlete’s assigned academic counselor. Four and 12 Week Monitoring improves communication among the academic counselors, student-athletes, coaches, advisors, and professors.

RESPONSIBILITY

Academic Counselor

1. Require high-risk student-athletes involved with the Academic Standards Program to take 4 and 12 Week Evaluation Forms to each professor/instructor.

2. Assess the needs of moderate risk student-athletes and new student-athletes to determine if 4 and/or 12 Week Evaluation Forms are necessary.

3. Forward completed evaluation forms to head coach or position/event coach.

4. Follow-up with student-athletes, as necessary. Implement professor recommendations.

Student-Athlete

1. If required or requested, take 4 and 12 Evaluation Forms to professor.
2. Return completed Evaluation Form to academic counselor.

3. Follow-up with professor recommendations.

**Coach**

1. Review 4 and 12 Week Evaluation Forms and follow-up with student-athletes, as necessary. Support the professor and academic counselor’s recommendations and expectations.

2. Meet with academic counselor and student-athlete, if necessary, to encourage implementing professor recommendations.

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**3.10 SUBJECT: MIDTERM EVALUATIONS - REACT MONITORING**
(Revised 12/04)

The University reports midterm grades for freshmen and entering transfer students. In addition, the Student-Athlete Development Office mails a request for midterm grades to each professor/instructor of all student-athletes after their first year of enrollment. Instructors are requested to respond on the Athletic Department’s confidential website. Coaches and academic counselors receive copies of each returned evaluation form and a summary of all reports for each student-athlete. The midterm report assists the academic staff and coaches in providing immediate intervention and reinforcement at a point in the semester when the student-athletes still have an opportunity to raise their grade. The goal is to provide access to institutional support services as early as possible in the semester.

**RESPONSIBILITY**

**Coach**

1. Review and respond to midterm grade reports.

2. Refer student-athletes who are having difficulty to the academic services staff.

3. Encourage all student-athletes to access the necessary services and resources.

**Student-Athlete**

1. Contact team academic counselor if referred or if, having trouble academically.

2. Use recommended services.

**Student-Athlete Development**

1. Send out student evaluation forms to faculty.

2. Distribute website evaluation forms to coaches.

3. Review website reports, and follow-up, as necessary, with those student-athletes earning a C- or lower in a class.
4. Provide summary of midterm evaluations and follow-up to each head coach, and as needed to the sport supervisor.

Sample faculty letters for REACT

The REACT Midterm Evaluation forms are available at http://www.athletics.wsu.edu/react

3.11 SUBJECT: GENERAL ACADEMIC COUNSELING - TEAM COUNSELORS
(revised 12/04)

The team academic counselors are available for general counseling by appointment and on a drop in basis. Counselors focus on class selection, major selection, tracking progress toward a degree, and developing graduation and career plans.

All teams are assigned a team counselor who is responsible for:
- Weekly Contacts for returners with under 2.2 cumulative GPA
- Monitoring of returners between 2.21 and 2.49
- Weekly Contacts for new students, as assigned by the Director of Academic Services
- General Contacts for students over 2.5 cumulative GPA (advising-focus on non-certified majors)
- Schedule Reviews for Degree Applicability
- Contact Person for Head Coach/Assistant Coach
- Accommodation of academic needs due to team travel, injury or illness.

RESPONSIBILITY

Coach

1. Refer academic, career, and personal development questions to the student-athlete development staff.

2. Forward all academic information provided by the academic services staff to student-athletes.

Student-Athlete

1. Drop in or make an appointment with assigned academic counselor.

2. Contact team academic counselor with academic requests related to team travel.

Academic Services

1. Provide accurate academic information to student-athletes, coaches, and sport supervisors.

2. Distribute academic information to coaches.

3. Assist student-athletes with academic preparation for team travel.

4. Review student-athletes schedule for degree applicability by the start of each semester.
5. Contact student-athletes if enrolled courses are not applicable to their degree.

6. Forward questions regarding schedule reviews to the program director of academic services.

Note: University regulations, graduation requirements, and reinstatement procedures can be found in the current Washington State University Bulletin and semester time schedules or online at http://www.registrar.wsu.edu/Registrar/Apps/AcadRegs.ASP

3.11a SUBJECT: GENERAL ACADEMIC COUNSELING - ABSENCE FOR TEAM TRAVEL
(revised 12/04)

WSU Athletics follows the University guidelines for class absences, as approved by the Faculty Senate. The University recognizes team athletic trips as university-sponsored activities, therefore, instructors are requested not to penalize the student-athlete if an authorized Class Absence Request Form has been filed with the instructor one week prior to the absence. It is the student-athlete's responsibility to make up all work missed. We encourage student-athletes to turn in work or take tests before the absence.

RESPONSIBILITY

Coach

1. Provide sport support staff (principal assistant) the team’s travel roster one week prior to departure date.

2. Remind student-athletes to pick up a Class Absence Request Form from the sport support staff prior to the team departure.

Student-Athlete

1. Pick up a Class Absence Request Form from the sport support staff one week prior to leaving on a trip. Complete the necessary information.

2. Notify the instructors of dates of team departure and return.

3. Meet with each instructor before leaving to confirm assignments to be completed.

4. Turn in all make up assignments before, or immediately after returning from trip.

5. Reschedule tutorial sessions and meetings with the academic counselor or peer academic counselor as necessary.

Sport Support Staff (Principal Assistant)

1. Type in sport and dates/times of team trip on Class Absence Request Form and copy for student-athletes.
2. Distribute authorized Class Absence Request Forms to student-athletes.

Associate Director of Athletics for Student-Athlete Development

1. Provide copy of authorized Class Absence Request Forms to sport support staff.

2. Assist student-athlete with instructors who will not allow make up work.

3.11b SUBJECT: GENERAL ACADEMIC COUNSELING - ABSENCE DUE TO ILLNESS/INJURY
(revised 12/04)

WSU Athletics follows the University Guideline for Class Absences, as approved by the Faculty Senate. Instructors are asked not to penalize the student-athlete if an authorized Class Absence Request For Injury/Illness is filed. It is the student-athlete's responsibility to make up all work missed. We encourage student-athletes to contact the academic services unit at the earliest possible time when an illness/injury has occurred. If an emergency occurs or if student-athlete will be absent for an extended period of time, the team academic counselor will contact each professor/instructor. If additional documentation is needed, student-athletes may utilize the Absence Due to Illness/Injury Form.

RESPONSIBILITY

Coach

1. Request student-athlete to pick up an Injury/Illness Class Absence Request Form at the earliest possible time upon sustaining an injury requiring absence from class, or being absent due to illness.

2. Contact academic services to inform of absences if student-athlete is unable to do so.

Student-Athlete

1. Pick up an Injury/Illness Class Absence Request Form from the student-athlete development office, Bohler Addition 285, at the earliest possible time or call the office with the specifics of the illness/injury.

2. Cancel or reschedule tutorial sessions and meetings with academic counselors or peer counselors as necessary.

3. Meet with each instructor at the earliest possible time to make up work missed.

4. Turn in all assignments according to agreements made with instructors.

Academic Counselor
1. Provide student-athlete with Injury/Illness Class Absence Request Form as needed. Complete form with pertinent information and determine which instructors are to be notified.

2. Assist student-athlete during absence and upon return to make up missed work.

3. Contact professors/instructors, if necessary or warranted.

3.12 SUBJECT: ACADEMIC SKILL BUILDING - LEARNING STRATEGIES/STUDY SKILLS

(revised 12/04)

Student-athletes, based on objective assessments, may need to improve basic academic skills, such as vocabulary development, textbook use, reading comprehension, concentration skills, time management, memory skills, notetaking, grammar and sentence structure, and general writing skills. The athletic department learning services coordinator and academic counselors work individually and in small groups to meet the needs of these student-athletes.

The learning services coordinator also assists academic counselors with developing Individual Academic Success Plans (IASP), as requested and per the Academic Standards Program criteria (see criteria listed in section 03.03), and provides professional development sessions for academic counselors, guided study facilitators, and peer academic counselors.

Any student-athlete with a documented learning disability or physical impairment will meet with the learning services coordinator to develop an Individual Academic Success Plan and for possible referral to available university resources. The learning services coordinator coordinates with the Disability Resource Center staff and the student-athlete’s athletic academic counselor to ensure the student’s specific academic needs are being met. The program director for academic services and learning services coordinator will monitor implementation, evaluation, and completion of each plan.

RESPONSIBILITY

Coach

1. Assist the director of academic services in identifying student-athletes who may need these services.

2. Respond to Weekly Contact Reports and support student-athletes efforts.

Student-Athlete

1. Meet weekly, or as necessary, with the learning services coordinator or academic counselor.

2. Complete assignments and attend scheduled learning strategy workshops.

3. Complete the University Accommodation Form if you qualify to access the available services at the Disability Resource Center.
Learning Services Coordinator

1. Identify from past academic performance and testing documentation, the student-athletes who will need this assistance.

2. Design specific skill building activities to address the student-athlete’s particular difficulty.

3. Develop an Individual Academic Success Plan for the following student-athletes (based on Academic Standards Program expectations and assessment):
   - High risk returning and new students,
   - New students with documented learning disability,
   - Returning students with documented learning disability with 2.20 or lower cumulative GPA.

4. Provide updates to academic counselors for Weekly Contact Reports.

5. Coordinate with the Disability Resource Center staff to assist qualifying student-athletes successfully access the appropriate services provided by the DRC office.

3.13 SUBJECT: INDIVIDUAL TUTORING
(revised 12/02)

All current student-athletes have access to unlimited tutoring opportunities during the academic year and summer sessions. Students are encouraged to meet weekly with tutors to enhance their performance in challenging courses and to maximize academic success. Tutors are recruited, trained, scheduled, and evaluated through the University’s Tutorial Program at the Student Advising and Learning Center (SALC). The SALC tutoring program is certified by the College Reading and Language Association. Tutors are trained, evaluated, and monitored according to CRLA guidelines. The learning services coordinator occasionally hires tutors (especially during the summer term when campus tutoring is not as available). The Athletic Department uses hiring practices mirroring the expectations of the SALC mentioned above.

According to SALC procedures, students and tutors have the option to meet at the SALC or on campus, in public places. Therefore, student-athletes meet with their tutors at the SALC or at the Academic Resource Center daily 8-5 pm, or during Guided Study hours 7-10 pm Sunday-Thursday evenings.

Athletic Academic Counselors work closely with professors, Multicultural Student Services, and the Student Advising and Learning Center to help student-athletes identify tutoring opportunities. Student-athletes are also encouraged to access the many individual tutoring opportunities available in academic departments throughout campus.

RESPONSIBILITY

Coach

1. Notify student-athletes of tutoring services.
2. Refer student-athletes to assigned team academic counselor or student-athlete development office in 285 Bohler Athletic Complex for tutoring needs.

3. Respond, as necessary, to "no show" reports or any other concerns associated with the tutoring session.

**Student-Athlete**

1. Contact academic counselor for a referral to tutoring.

2. Complete “Student-Athlete Peer Tutorial Program Contract" (available from athletic academic counselor).

3. Complete and turn in "Peer Tutorial Contract and Responsibilities," "Peer Tutorial Program Time Management Form" to the tutoring desk in the SALC.

4. Return to the SALC in 24 hours to pick up an appointment slip.

5. Keep all scheduled appointments (or cancel with SALC 24 hours in advance).

6. Understand that "no show" sessions will be billed to the your account.

**Academic Counselors**

1. Each semester, learning services coordinator attends the SALC Tutor Training course to review expectations, teaching/tutoring strategies, and Athletic Department “Working Agreement”.

2. Inform coaches and student-athletes of tutoring opportunities.


4. Review Tutorial Session Report, and inform coaches of "no shows" or other concerns associated with the tutoring sessions.

5. Refer to all available tutoring on campus.

**Tutor**

1. Sign Athletic Department “Working Agreement”.

2. Complete Tutorial Session Report after each tutor session and forward to the athletic department’s learning services coordinator.

3. Report “no shows” to SALC Tutor Office

*Student Advising And Learning Center Peer Tutorial Program*
The Athletic Department offers Group Tutorials for several General Education courses each semester. These content-driven sessions are coordinated by the Athletic Department’s learning services coordinator and facilitated by the Athletic Department’s academic intern or academic counselors, senior-level students, or teaching assistants. The facilitators are recruited, hired, and supervised by the Athletic Department’s learning services coordinator. To reinforce academic integrity and student/tutor expectations, all group facilitators sign the Athletic Department’s “Working Agreement” as a condition of employment. The learning services coordinator provides an orientation, on-going training sessions, and reviews the “Working Agreement” with all group tutorial facilitators.

RESPONSIBILITY

Coach

1. Forward group tutorial information to student-athletes.

2. Encourage students to attend the tutorials. Respond to reports.

Student-Athlete

1. Attend consistently and actively participate in assigned group tutorial.

Learning Services Coordinator

1. Learning services coordinator identifies group tutorial needs. Schedule students into common general education courses to facilitate group tutorial scheduling.

2. Work with SALC tutorial coordinator or academic departments to coordinate group tutorials and to schedule and hire group tutorial facilitators. Provide list of students to facilitator to track attendance.

3. Provide coaches with a list of students enrolled in courses for which group tutorials are offered and the time and locations of tutorials.

4. Track attendance following each group tutorial. Counselors update student attendance, effort, and behavior on Weekly Contact Report.

5. Track billing through the Student Advising and Learning Center or pay directly through WSU athletic department payroll.

3.15 SUBJECT: STRUCTURED STUDY SESSIONS - GUIDED STUDY/STUDY TEAMS
(revised 12/04)

Student-athletes who need to improve basic skills such as vocabulary development, textbook use, reading comprehension, concentration skills, time management, memory skills, note taking, grammar and writing skills have many opportunities to do so. The athletic department learning
services coordinator, academic intern, and academic counselors work individually and in small groups to meet the academic needs of these students.

GUIDED STUDY
Trained study skills facilitators and writing tutors are available to work with student-athletes Sunday through Thursday nights during the Guided Study Program. The Guided Study Program provides monitored, structured study sessions for students with guided study facilitators. The facilitators serve as "learning strategy tutors" and help students with: 1) study skills in specific content areas, and 2) writing skills across all content areas. These sessions take place in the Academic Resource Center, thus allowing students access to technology for their writing and research needs. Many students will integrate tutoring sessions with guided study sessions. These monitored study sessions are available for all student-athletes. High-risk student-athletes may be required to attend facilitated study sessions either in the evenings (Sunday-Thursday 7:00-10:00 p.m.) or during daytime hours (8:00 a.m.-5:00 p.m.). Monitoring forms are available daily for use by the athletic academic counselors.

STUDY TEAMS/GROUP TUTORIALS
A major component of the Guided Study Program is Study Teams. The learning services coordinator coordinates and schedules Study Teams each semester. The learning services coordinator assigns a facilitator to a Study Team of three – five students. Study Teams typically meet late in the afternoon or during the evenings at the Academic Resource Center. Study Team facilitators are upper class or graduate-level students, or academic counselors who have been trained in study skill instruction and/or writing skills. The athletics department learning services coordinator and/or the University Writing Lab Coordinator hire and train the guided study and study team facilitators.

The trained Study Team facilitators provide a monitored, structured study session for small, targeted groups of student-athletes organized by academic subject area or specific course. Study Teams provide a weekly focused time of subject review, as well as provide an opportunity to develop and reinforce study skills with special emphasis placed on practical application of those skills specific to the subject matter of the individual Study Team. With the acquired learning strategies, students will be able to meet as a study group/team throughout the semester and study independently in preparation for exams, quizzes, and projects. While some student-athletes are required to attend, with their participation and attendance monitored daily, these structured Study Teams are also open and available to all student-athletes.

RESPONSIBILITY

Coach

1. Assist the director of academic services identify student-athletes who may benefit from guided study/study teams.

2. Reinforce the importance of attending all guided study/study team sessions, as scheduled.

Student-Athlete

1. Choose guided study or study team sessions based on class and practice schedule.

2. Attend guided study/study team sessions, as scheduled or as required.
3. Contact athletic academic counselor at least 24 hours in advance to reschedule study session.

4. Arrive with “to do list,” actively participate with facilitators, and complete tasks, as planned.

5. Sign in and out with the designated facilitator.

**Academic Services**

1. Director of academic services and learning services coordinator identify from past academic performance or testing documentation, the student-athletes who would benefit from guided study/study team sessions. Require attendance based on assessment criteria (e.g., high risk, students with learning disabilities).

2. Recruit, train, schedule, and supervise guided study and study team facilitators. Schedule writing tutors to be available during evening study sessions.

3. Review Academic services Working Agreement with facilitators and file signed agreement.

4. Post flyers to remind students of guided study/study team sessions.

5. Report all behavior issues to coaches and team academic counselor.

6. Summarize guided study/study team sessions on Weekly Contact Report.

**3.15a SUBJECT: STRUCTURED STUDY SESSIONS – 10 HOURL STUDY OPTIONS PROGRAM**

*(revised 12/04)*

Monitored, structured study sessions are scheduled in the Academic Resource Center (ARC) and are required for student-athletes involved with the Academic Standards Program *(see criteria in section 03.03)*.

The Study Options Program is a required 10 hour per week study program. The intent is to provide a structured learning environment that allows student-athletes the opportunity to determine the most beneficial type of assistance. Almost any structured, monitored study session will help complete the 10 hour requirement. Examples include: tutoring, Professor/TA meetings, study sessions, guided study teams, work done in the ARC structured by the lab monitor, work done during guided study structured by a facilitator.

Structured study sessions may take place at the ARC either during daytime hours or in the evenings and are monitored by the learning services coordinator, academic intern, academic counselors, ARC assistants, tutor, or guided study facilitators. Facilitators serve as “learning strategy tutors” and assist students with study skills, writing and research skills, and learning strategies across all content areas.
Student-athletes may also choose to participate in the 10 hour Study Option Program and study independently at the ARC. Student-athletes opting into structured study sessions and student-athletes required to attend structured study sessions track study hours on the weekly Study Option Form.

Head coaches have the option of requiring additional scheduled study sessions each week, monitored by the academic staff. Coaching staffs may also monitor their own team’s study hours at other facilities in addition to the study sessions available at the Academic Resource Center (ARC).

**Study Options Form**

**RESPONSIBILITY**

**Coach**

1. Request study sessions and provide monitoring assistance, as necessary.

2. Respond to reports concerning study session participation.

**Student-Athlete**

1. Sign in and out of study sessions (Study Options Form).

2. Study without disrupting other students.

3. Access the available academic assistance.

4. If required to participate in Study Options program, complete minimum 10 hours of study each week (documented by academic intern, tutor, ARC assistants, guided study facilitators, coach, TA, academic counselor, learning services coordinator).

**Academic Services**

1. Identify who should participate in monitored study sessions based on the Academic Standards Program assessment criteria and individual needs.

2. Hire, schedule, and train guided study facilitators.

3. Distribute time and location information to the coach.

4. Supervise study areas and reinforce a productive working and learning study environment.

5. Track attendance at study team sessions and distribute to academic staff. Notify coach of “no shows” no later than the next working day.

6. Provide weekly summary of student-athlete’s study session on coach’s Weekly Contact Report.
The Academic Resource Center (ARC), located in Bohler Athletic Complex 290, is equipped with desktop PC computers and laptop computers for use by student-athletes. Each student-athlete is provided with a personal account for this facility. The ARC is staffed with trained learning facilitators who provide academic assistance and aid students with learning through technology, while reinforcing a positive, disciplined learning environment.

Student-athletes may access the facility:

- **Sunday:** 2:00 p.m. - 10:00 p.m.
- **Monday-Thursday:** 8:00 a.m. - 10:00 p.m.
- **Friday:** 8:00 a.m. - 5:00 p.m.

**Note:**

- Sunday of three-day holiday and/or last Sunday of week long holiday: 2:00 - 5:00 p.m.
- Monday of three-day holiday weekend: 5:00 p.m. - 10:00 p.m.

**Student-athletes have access to:**

- 31 Pentium-4 networked computers.
- Individual, personalized computer accounts for each student-athlete.
- 2 high-speed, high-volume black/white and a high resolution color laser printers.
- High resolution document scanner.
- Direct, high-speed connection to the WSU Internet computer system.
- ARC Website—www.athletics.wsu.edu/arc
- WSU Libraries On-Line.
- CougNet information.
- METRO Registration.
- Easy Access to WSU "Virtual" classrooms.
- Free email and World Wide Web access.
- Bright, spacious conference rooms for independent study or group projects.
- Laptops--for use on the road, to stay ahead in the classroom while away from Pullman.
- Each with the same updated operating system software available in the Academic Resource Center. Please contact your head coach in advance of your trip to reserve a laptop.

**ARC Policies:**

- Student-athletes on an active roster are eligible to use the ARC.
- Student trainers/managers/assistants and degree completion students may also use the ARC when space is available.
- Scholarship student-athletes who quit or are cut from their team may access the ARC through the term of their athletics financial aid.
- Academic related work given priority at all times.
- **From 7:00-10:00 p.m. academic related work only** in the ARC (no personal e-mail or recreational web use).
- No food or drink in lab area.
- No games via CD rom or internet.
- The lab is a learning environment. Be respectful of those around you.
  - Responsible cell phone usage
  - Music in headphones only
  - Quiet talking only
  - Responsible use of Internet and e-mail
• Responsible use of printing privileges
  Printers can only be used for academic and career development purposes, not for personal/recreational use or as a copy machine.
• Internet/e-mail: Absolutely no harassing, pornographic, obscene, or inappropriate use of Internet resources will be tolerated.
• Follow directions of lab monitor/ARC supervisor.
  Follow lab procedures (the “how to”, i.e., procedure to turn on/off, time limitations, proper use of hardware/software, laptop check out, closing times, etc.).
• Academic Resource Center users will adhere to the policies of Washington State University.
  √ No illegal copying of software or data.
  √ Do not modify or attempt to damage software, databases, records or equipment.
  √ Do not invade the privacy of others by electronic means.
  √ No harassing or abusing others via electronic means.
  √ No use of facilities for commission of a crime.
  √ No using other individual’s accounts/identity.

RESPONSIBILITY

Coach

1. Inform student-athletes of computer lab availability or refer student-athlete to an academic counselor.

Student-Athlete

1. Access the ARC facility for required class work any time ARC is open (listed above).

2. Follow all policies and procedures (listed above).

ARC Assistants

1. Provide instruction for student-athletes on the use of the hardware/software.

2. Monitor the facility and maintain a working, learning environment that emphasizes learning through technology.

3. Provide academic assistance as requested (research strategies and writing skills)

4. Monitor access to the facility per the athletic department policies (listed above).

ARC Coordinator

1. Develop plans for hardware/software maintenance, improvement, and renewal. Develop ARC Manual (defining specific policies and procedures)

2. Update the server account list when coaches make changes to team rosters.

4. Develop and communicate policies and procedures to manage a well maintained, efficient, and effective facility.

5. Recruit, hire, supervise, and schedule part-time ARC staff with an emphasis on creating a positive, service-oriented work environment.

6. Train part-time ARC assistants. Meet with ARC assistants and review Academic services Working Agreement and discuss academic integrity. File signed Working Agreements each semester.

7. Refer students interested in on-line career exploration to the PROWL Resource Center.

3.16a SUBJECT: ACCESS TO TECHNOLOGY - LABS ON CAMPUS  
(revised 12/04)

Student-athletes also have access to other computer labs on campus. Freshmen may access the SALC computer lab if enrolled in the freshmen seminar class. Athletics will purchase server passes for student-athletes who would like to access the SCS labs.

- **SCS Labs (Student Computing Services - several locations on campus)**
  IBM or Macintosh computers, Microsoft software, internet access, multi-media, e-mail, major specific software, library resource, training sessions, lab monitor assistance. Contact the academic resource center coordinator at Bohler Athletic Complex 290 to set up an account. The athletic department provides access to these computer labs at no charge for student-athletes.

- **SALC Lab (The Student Advising and Learning Center)**
  These labs are only available for students enrolled in the freshmen seminar. Freshmen should contact the freshmen seminar coordinator at the SALC to enroll in a freshmen seminar.

**RESPONSIBILITY**

**Coach**

1. Inform student-athletes of computer lab availability or refer student-athlete to an academic counselor.

2. Assist the academic staff reinforce the importance of maintaining a working, learning environment in all computer labs.

**Student-Athlete**

1. Request a server pass from the ARC Supervisor.

2. Contact the SCS lab to set up an account.

3. Enroll in the freshman seminar if interested in accessing SALC labs.

4. Follow all policies and procedures for the SCS and SALC labs.
ARC Coordinator

1. Forward request for server passes to the Information Technology (IT) staff and authorize billing to athletics.

2. Request billing summary from IT at the end of each semester.

3.16b SUBJECT: ACCESS TO TECHNOLOGY - ARC LAPTOP USE
(revised 12/04)

Laptops are available for check out in the academic resource center, Bohler 290. Laptops are primarily available for valid academic purposes while away from the Pullman campus on road trips. Occasionally, laptops may also be checked out to student-athletes with learning disabilities or to student-athletes with a specific and unique circumstance.

For team travel, all teams on a reservation basis have access to ARC laptops. Laptops are the responsibility of the team using them, rather than the individual student-athlete. Only members of the coaching staff may reserve laptops. Student-athletes may pick-up and return the laptops. The ARC supervisor will assign laptops per travel schedules and per individual team needs. Reservations must be made at least one week in advance, via email or request form. Laptops will be checked out the day before departure and should be returned the first business day after returning from the team trip.

Student-athletes who qualify for University Learning Resources at the Disability Resource Center, and access learning services through the athletic department may have access to the ARC laptops for use while on-campus. The athletic department learning services coordinator reserves the laptop for the specific student for up to three days. The learning services coordinator completes the request form with the specific academic project and due date noted.

Laptop check-out for special circumstances must be approved by the program director for academic services.

Policy and Procedures for Use of Laptop Computers
- The academic services staff will coordinate with team coaching staffs to maximize the efficient and equitable use of this resource.
- **All checkout laptops must** be returned by **noon** on the next full business day after the team returns from travel.
- Laptop computers will be the responsibility of the team that uses them, rather than an individual student-athlete.
- Athletic department laptop computers will be used only by student-athletes, while they are on the road to away events.
- Normal operating expenses associated with laptop upkeep will be the responsibility of the ARC. However, the team responsible for damage due to negligence or failure to follow operation guidelines will be charged the cost of repair or replacement.
- With prior approval, laptops may be checked out for special circumstances (i.e., illness, family emergency, etc.).
- Student-athletes with learning disabilities may check out a laptop for use during the week if requested by the learning services coordinator.

Guidelines for Internet Laptop Computer Use
- Internet laptops must be picked up, carried, and returned by the coach.
- To ensure compliance with NCAA Rules, a coach must be present at all times while student-athletes are accessing the Internet when on road trips.
- Internet access is for work directly related to completing academic coursework, provided the academic coursework is required to be completed while the student-athlete is away from campus on official team travel or within the following week after returning from the trip.
- No recreational web surfing is allowed.
- E-mail is allowed, but is restricted to correspondence between the student and class professor, or members in a class project.
- Any questionable websites that have been accessed must be justified, or future requests for Internet access laptops will be denied.

**RESPONSIBILITY**

**Coach**

1. Reserve number of laptops needed for each team trip at least one week in advance.
2. Complete checkout form or send an email to the ARC coordinator.
3. Monitor proper use of laptop(s) while on team trip.
4. Make sure the student-athlete returns laptop(s) to the ARC coordinator by noon of the next working day after returning from team trip.
5. Inform ARC coordinator of any problems with the hardware/software.

**Student-Athlete**

1. Request laptop through coach at least one week in advance of team trip.
2. Pick up laptop(s) prior to departure on team trip and return the first business day after returning from trip.
3. Be responsible for laptop during team trip.
4. Use laptop per all policies and procedures listed above.
5. Notify coach of any problems with the laptop.

**ARC Coordinator**

1. Check out number of laptops needed for each team trip to coach. Document coach and student-athlete.
2. Assign laptop(s) and note laptop number on the checkout form. Have coach sign the checkout form prior to departure on team trip.
3. Have learning services coordinator complete request form for on-campus laptop use by student-athletes with learning disabilities.
4. If special circumstances occur, forward on-campus laptop requests to the program director for academic services.

5. Refresh/maintain all returned laptop(s) immediately after team trips.

6. Plan maintenance and/or repair for any problems with the hardware/software.

7. Check out additional battery with each laptop if possible.

8. Forward all repair and replacement requests to the coordinator of internal operations for student-athlete development

**Learning Services Coordinator**

1. Determine if student-athlete with learning disability needs access to a laptop.

2. Complete learning services laptop checkout form or send an email to the arc coordinator.

3. Monitor proper use of laptop(s) while on team trip.

4. Make sure the student-athlete returns laptop(s) to the ARC coordinator by noon of the next working day after returning from team trip.

5. Inform ARC coordinator of any problems with the hardware/software.

**Coordinator of Internal Operations for Student-Athlete Development**

1. Oversee the ARC laptop program. Review and evaluate the check-in and check-out policies and procedures annually.

2. Determine if student-athlete with special circumstance needs access to a laptop and determine period of time.

3. Review all damage claims to determine which budget is responsible for repair and replacement expenses.

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**Laptop Computer Check-Out Form**

3.17 SUBJECT: TEST MONITORING ON TEAM TRIPS

(revised 12/04)

If possible, student-athletes should reschedule all tests so they can be taken prior to departure or immediately upon return. However, if requested by the faculty member, a student-athlete may need to take a test while on a university sponsored athletic team trip. If a student-athlete needs to take a test on the road, a member of the coaching staff is responsible for monitoring the student-athlete’s compliance with instructions provided by the faculty member (e.g., time limit,
use of calculators, time and date of test, etc.). Concern regarding lack of academic integrity should be reported to the associate director of athletics for student-athlete development.

RESPONSIBILITY

Student-Athlete

1. Contact professor to confirm if make-up test must be taken during the team trip.

2. Arrange with professor to have test available to be picked up prior to the team’s departure if request is approved.

3. Notify the team’s academic counselor of location and time to pick up the test.

Academic Counselor

1. Confirm with student-athlete the professor’s office location and the time the test will be available to pick up.

2. Deliver the test in a sealed envelope to the head coach prior to the team’s departure.

3. Return the test to the professor immediately after the team returns.

4. Notify professor of any concerns regarding academic integrity.

Coach

1. Administer and monitor test during the trip as instructed by the professor.

2. Return completed exam in sealed envelope to the academic counselor immediately upon return from team trip.

3. Report any questions of academic integrity to academic services.

3.18 SUBJECT: METRO - PRIORITY REGISTRATION
(revised 12/04)

To better serve student-athletes’ academic needs and to decrease scheduling conflicts, the University has deemed it appropriate that student-athletes be granted priority access to the METRO Registration System (Moving Enrollment To Real-Time Opportunities). Because of the unique scheduling issues student-athletes face and due to the specific NCAA degree progress requirements they must meet to compete, student-athletes have been included in the limited number of groups of students approved for priority access to METRO. If on an athletic scholarship that includes tuition, a maximum 18 credits are funded by athletics.

Students must meet with their advisor and have their “advisor hold” released prior to registering on METRO. Student-athletes are provided appointment times from 9:00 a.m. to 12:00 p.m. on the first day METRO is available for registration. Students can register through the University’s “on-line” web page. Registration takes place in November for the spring semester and April for the fall semester. Summer school registration begins in April and continues throughout the summer, as needed.
RESPONSIBILITY

Coach

1. Remind student-athletes to meet with their faculty advisor prior to the METRO priority registration day.

2. Remind student-athletes to take care of any outstanding university registration holds prior to priority registration being available.

2. Follow-up with student-athletes who do not register during their priority appointment time.

Student-Athlete

1. Receive appointment time from registrar’s office.

2. Make appointment with advisor at least two weeks PRIOR to METRO priority registration day.

3. Meet with advisor to plan schedule. Meet with athletic academic counselor, as necessary.

4. Schedule classes around practice times. See athletic academic counselor regarding any practice/class conflict.

5. Register through METRO the first day of registration. Access METRO through the WSU web site at www.metro.wsu.edu

Academic Counselors

1. Forward list of priority registration appointment times to each head coach.

2. Remind student-athletes in weekly meetings to make an appointment with their advisor.

3. Post flyers reminding all student-athletes to make an advisor’s appointment and to register on the priority registration day.

4. Meet with student-athletes who are not certified in a major (academic planning).

5. Assist student-athletes with resolving practice/class conflicts.

6. Remind all student-athletes to make an appointment with their advisor.

7. Forward list of students not registered to each head coach.

8. Review all schedules for degree applicability after registration.

3.18a SUBJECT: METRO - ADDING/DROPPING CLASSES
(revised 12/04)
Student-athletes may drop and add on the METRO system through the first week of class each semester.

Beginning the second week of school, student-athletes must add and drop using the University’s Drop/Add Form. All Drop/Add Forms must be stamped by an athletic academic counselor.

Per University rules, students may add classes through the last day of class. An instructor signature is required to add a class after the 5th day of the semester. Students may drop without record through the third week of the semester. Students may withdraw with “W” recorded from the fourth week through the ninth week of the semester. Students may use two “uncontested withdrawals” in their career at WSU (withdrawal through the last day of class).

Students entering WSU Fall 1998 and later, are limited to six withdrawals in their career at WSU (two of the six may be “uncontested”). For students who enter WSU Fall 2004 or later, the maximum number of WSU withdrawals is four.

RESPONSIBILITY

Academic Counselors

1. Meet with student-athlete prior to student processing drop/add.

2. Inform student of the potential impact of the class change (graduation, time to degree, and eligibility status). Place athletic academic stamp drop/add form.

3. Remind student-athlete to update advisor.

4. Follow-up with student-athletes if forms are turned in without an athletic academic stamp.

Student-Athlete

1. Process drop/adds on METRO through the first week of school. www.metro.wsu.edu

2. Process drop/adds on the University’s drop/add form beginning the second week of school.

3. Meet with advisor prior to adjusting schedule.

4. Meet with athletic academic counselor if dropping or adding after the first week of school. Have counselor stamp the drop/add form.

Athletic Eligibility Coordinator

1. Manually enter all student-athletes’ drop/add forms after first week of class.

2. Contact director of academic services if forms are turned in without an athletic academic stamp.
3.19 SUBJECT: ACADEMIC AND GRADUATION REPORTS
(revised 12/04)

The following reports are compiled by the Student-Athlete Development Office:

- NCAA and PAC-10 academic surveys and studies (as requested).
- Counselor Assignments Lists (update and maintain each semester)
- Semester Academic Summaries (team highlights and grade reports each semester)
- New Student-Athlete Summary (fall semester)
- Alternate Admission Summary (fall semester)
- Deficiency and Reinstatement Summary (each semester)
- NCAA Graduation Report & WSU Retention Record (annually)
- NCAA Retention Report (annually)
- Degree Completion Program Tracking (each semester and annually)
- Senior Academic Progress Tracking (each semester)
- Student-Athlete Ethnicity Report (each semester)
- Student-Athlete Ethnicity Grade Report (annually)
- Student-Athlete Academic File Management (ongoing)
- Student-Athlete Database Management (current and former student athletes-ongoing)
- Weekly Academic Report Distribution (ongoing)
- Summer School Tracking Report (classes, tutors, etc.-annually)
- Student Athlete Database (ongoing)
- Academic Awards and Recognition Summary (annual)

RESPONSIBILITY

Coach

1. Review reports and follow-up as necessary with individual student-athletes.

2. Request additional academic and graduation information, as needed.

Student-Athlete Development

1. Coordinator completes academic and graduation reports in timely manner each semester and/or annually and forwards to the associate director of athletics for student-athlete development for review.

2. Establish distribution list for each report based on “need to know”, and position within the athletic department and/or university.

3. Provide sport supervisors, coaches, faculty athletics representative, University and athletic staff with copies of graduation and academic information, per distribution list.

Sport Supervisor

1. Review reports and follow-up as necessary with coaches and student-athletes.

2. Request additional academic and graduation information, as needed.
3.20 SUBJECT: CAREER AND PERSONAL DEVELOPMENT – MISSION STATEMENT  
(revised 12/04)

Dedicated to the Washington State University institutional mission of offering a “world-class, face-to-face” education and the Athletic Department’s mission of attaining the optimal student-athlete experience, the student-athlete career and personal development program is committed to promoting the student-athlete’s life-long process of learning and development toward excellence in academic, athletic, career, personal, and community endeavors while at WSU and later in life.

The student-athlete career and personal development program strives to empower the student-athlete to:

• Explore options and identify resources to make informed decisions in an ever-changing environment.
• Identify personal strengths to achieve goals and fulfill potential.
• Remove obstacles to exploration, leadership, self-expression, and creativity toward value clarification, philosophical development, and personal growth.
• Promote individual responsibility and encourage self-determination.
• Foster interracial harmony, intercultural understanding, and recognition of our interdependence.
• Achieve a balanced sense of emotional, physical, spiritual and intellectual well-being.
• Participate fully in the life of both the collegiate community and the community at large.

The career and personal development staff’s primary responsibility is to refer student-athletes to the existing departmental and University resources specific to the students’ interest or need. The career and personal development staff serves in a referral capacity, and when requested coordinates educational opportunities for student-athletes and coaches.

3.20a SUBJECT: CAREER AND PERSONAL DEVELOPMENT – PROWL LIFESKILLS PROGRAM  
(revised 12/04)

PROWL (Providing Responsible Options With Life Skills)  
“The lives of intercollegiate student-athletes are often “pushed to the limit” by the numerous demands placed upon them (e.g., academic, athletic, social, familial, career, relationship, and interpersonal). However, services provided for these individuals are often focused on only one or two of these external stressors. For example, a great deal of time, money, and energy is spent on the athletic component of their lives...yet, this is only one component of the total life experience of the student-athlete.” (Counseling College Student-Athletes, Second Edition, 1996).

For this reason, WSU joined several other Division 1A universities and the NCAA Foundation in 1991 to create a pilot program with a comprehensive developmental and educational focus aimed at helping student-athletes manage the many demanding dimensions of their lives. This program evolved into the nationally recognized NCAA CHallenging Athletes Minds for Personal Success or “CHAMPS” Life Skills program.

The NCAA CHAMPS program specifically addresses demands placed upon student-athletes for academic excellence, athletic excellence, personal development, career development, and community service. Building upon the NCAA CHAMPS model, WSU created the “Providing Responsible Options With Life Skills” or PROWL student-athlete career and personal development program. While the PROWL program addresses the same general areas as the NCAA CHAMPS program, it is specifically tailored to the unique demands placed upon WSU
student-athletes with a goal of achieving an optimal student-athlete experience while at WSU and preparing for continued success upon leaving WSU.

PROWL adheres to the ethical standards of Washington State University, the WSU Athletic Department, the NCAA, and the NCAA National CHAMPS Life Skills Program.

3.20b SUBJECT: CAREER AND PERSONAL DEVELOPMENT – PROWL RESOURCE CENTER  
(revised 12/04)

Participating in intercollegiate athletics offers a number of rewarding experiences and many new challenges. A key challenge is adjusting to being a student-athlete and balancing the many commitments associated with this role. Specifically, it is important to find a way to balance the demands of academics, practice, conditioning, competitive performance, traveling, injury recovery, finances, family, friends, personal relationships, personal hardships, and being away from home.

Sometimes, things may begin to feel a little out of balance. When this occurs, it may be helpful to talk to someone to obtain important information that may assist in making more informed decisions or to get another perspective that may help regain a sense of balance. To be successful at the Division 1 level, student-athletes should have an interest in learning more about making healthy lifestyle choices, how to prepare for career planning and alumni networking, or how to take advantage of the many leadership and community service opportunities at Washington State University and in Pullman, Washington.

The career and personal development staff in the PROWL Resource Center is available for all cougar student-athletes to assist students to seek out and discover more about themselves and how to effectively manage the many changes and challenges that occur upon enrollment at Washington State University, while in attendance and competing at WSU, and then in preparation to transition from WSU to the next challenges in life.

The PROWL Resource Center and staff offices are located in Physical Education Building (PEB) 104.

PROWL Hours:
Monday – Thursday 8:00 a.m. – 9:00 p.m.
Friday 8:00 a.m. – 5:00 p.m.
Weekends Available for recruiting or events, per coach request

3.20c SUBJECT: CAREER AND PERSONAL DEVELOPMENT – NEW STUDENT-ATHLETE SEMINAR  
(revised 12/04)

The New Student-Athlete Seminar is a graded seminar for one academic credit designed for student-athletes new to WSU athletics. The seminar facilitators focus on providing the information and skills needed for making a successful transition to the role of WSU student-athlete. The seminar meets for one hour a week during the Fall Semester, and in the Spring Semester for January enrollees. The New Student-Athlete Seminar curriculum covers a range of topics presented both by content experts and student-athlete peers. Typical topics include media management, career development, leadership, diversity topics, substance abuse, relationship development, hazing, nutrition, money management, and more.
New scholarship student-athletes are required to enroll in the seminar. Head coaches may request specific walk-ons be included in the fall semester. If space is limited in the fall, walk-ons will be included in the spring semester.

The seminar is facilitated by the director of career and personal development and the learning services coordinator. The associate director of athletics for student-athlete development and the senior associate director of athletics provide oversight and participate in the planning process.

**RESPONSIBILITY**

**Director of Career and Personal Development and Learning Services Coordinator**

1. Identify members of the New Student-Athlete Seminar advisory committee. Schedule and facilitate planning meetings.

2. Design seminar curriculum with assistance from advisory committee, associate director of athletics for student-athlete development, and senior associate director of athletics.

3. Reserve PEB 103 and/or other facilities, as needed, for fall and spring semester.

4. Review syllabus with faculty athletics representative.

5. Invite facilitators from the campus and community to participate, as outlined in the syllabus.

6. Confirm section and line number with the College of Education each semester (health and fitness, special topics). H F 496

7. Section four classes in the fall semester (consider in season sports, diversity within each section, and potential morning academic class conflicts). Section one class spring semester (designed for new January enrollees and fall enrollees who had morning academic class conflicts in the fall and fall walk-ons).

8. Confirm the new student-athlete list in July. And once admitted, send new student-athletes a welcome letter with the orientation schedule, and seminar information (purpose, day, time).

9. Each semester: track attendance, facilitate sessions as appropriate, evaluate facilitators and have student-athletes evaluate the seminar for future planning.

10. Follow-up with potential academic class conflicts with the team academic counselors and student-athletes. Keep academic counselors updated on who needs to register.

**Coach**

1. Expect and support scholarship student-athletes’ enrollment and attendance in the seminar.

2. Provide student-athletes feedback, support, and if necessary consequences for not attending seminar.

3. If interested, participate in seminar advisory committee.

**Scholarship Student-Athlete**

1. Enroll in the New Student-Athlete Seminar on the assigned day (per new student-athlete welcome letter).

2. Attend seminar on the assigned day, each week.

3. Actively participate in class discussions and complete all assignments by the deadline. Complete seminar evaluation at the end of the semester.

4. If not in attendance, final grade will be impacted.

**3.20d SUBJECT: CAREER AND PERSONAL DEVELOPMENT – COMMUNITY SERVICE**
(revised 12/04)

**TEAM CARE**
The Team CARE program is dedicated to connecting the Washington State University athletic department, the University, the community and the greater Palouse region through community outreach and service opportunities.

Volunteers representing each Cougar athletic team, coaches, staff, and representatives of the athletic department identify potential community outreach and service opportunities. Team CARE strives to address the needs and concerns of the community through active participation and targeting various community issues, such as youth, adult, aging, persons with disabilities, animal advocacy and environmental issues.

Through Team CARE the athletic department hopes to provide a valuable learning experience that emphasizes the ethical and moral value of service to our community. The goal of this program is to instill a life long understanding and dedication of community outreach and service to issues affecting our environment and to those less fortunate.

For more information about community service, contact the career and personal development staff at the PROWL Resource Center in PEB 104.

**RESPONSIBILITY**

**Director of Career and Personal Development and Intern for Career Development and**
Community Outreach

1. Provide supervision and oversight to the Intern for Career Development and Community Outreach and the Team CARE program. Assist with planning and scheduling, as needed.

2. Develop and maintain a positive working relationship with the Director of the Washington State University Community Service Learning Center.

3. Refer student-athletes and coaches to the Community Service Learning Center or specific community service agency of interest.

4. Develop a comprehensive list of agencies recognized as potential community service opportunities for Team CARE and coaches.

5. Promote and publicize community service events, student-athlete and coach participation, and value of the service to the campus and community.

6. Establish and maintain community service resources in the PROWL Resource Center.

7. Maintain the community service bulletin board at the PROWL Resource Center.

Intern for Career Development and Community Outreach

1. Provide leadership to the Team CARE program.

2. Recruit and encourage student-athletes to be Team CARE representatives.

3. Schedule and facilitate Team CARE meetings twice/month.

4. Encourage student-athletes to participate in campus and community service activities.

5. Refer student-athletes to the Community Service Learning Center or specific community service agency of interest.

6. Assist Team CARE representatives organize and manage scheduled community service events/activities.

7. Announce and promote upcoming community service events and activities.

8. Provide coaches and staff a summary of each Team CARE community service activity. Recognize student-athlete participants, the value of the service, and promote the positive impact of the activity.
Coach

1. Encourage student-athletes to participate in campus and community service activities.

2. Announce upcoming community outreach and service opportunities.

3. Participate in community service activities.

Student-Athlete

1. Actively seek out community outreach and service opportunities.

2. If interested, volunteer to serve as team representative for Team CARE.

3. Volunteer and participate in community service activities, as scheduled by head coach or Team CARE representatives.

3.20e SUBJECT: CAREER AND PERSONAL DEVELOPMENT – “PROWLING FOR LIFE”
(revised 12/04)

Career and life skills presentations and events are offered throughout the career of the student-athlete and address student-athlete needs as they arise. For example, new student-athletes attend the New Student-Athlete Seminar to obtain information important for a successful transition to being a Pac-10 WSU student-athlete, while more junior-senior level student-athletes attend career development programming to enhance their successful transition from WSU to the world of work (e.g., resume and cover letter writing, interview skills). Other offerings are periodically offered for all student-athletes to ensure consistent flow of accurate and timely information: (e.g., substance abuse, sexual orientation, etiquette, public speaking, diversity issues, rape prevention, financial planning, health-related issues including disordered eating, sexually transmitted infections/diseases, HIV/AIDS).

Audio, visual, internet and written materials about career and personal development topics are also available at the PROWL Resource Center in PEB 104.

Contact team academic counselor in Bohler 285 or the career and personal development staff in PEB 104.

3.21 SUBJECT: ACADEMIC DISHONESTY - REPORTING PROCEDURES
(revised 12/04)

If athletic academic counselors become aware of an academic dishonesty issue from a professor or student-athlete, the situation will be reported to the director of academic services, head coach, and sport supervisor.

If staff or coaches become aware of an academic dishonesty case, the staff member should report the situation to the director of academic services.

RESPONSIBILITY
Director of Academic Services

1. Receive notification of dishonesty case.

2. Meet with student to review the University’s academic integrity guidelines, the specific situation, the student’s rights, and the university’s due process procedures.

3. Contact head coach and position/event coach.

4. Notify team academic counselor, sport supervisor/athletic director, faculty athletics representative, and associate director of athletics for student-athlete development.

5. Refer student-athlete to faculty athletics representative, if appropriate.

6. Contact professor to confirm athletic department’s follow-up with the student.

7. Complete and file an academic integrity summary for the student-athlete’s academic file.

Coach

1. Receive notification of the dishonesty case.

2. Follow-up as necessary with student-athlete.

Student-Athlete

1. Review academic integrity summary and academic dishonesty examples in the Student-Athlete Handbook.

2. Maintain integrity when completing each assignment and when taking exams.

3. Meet with the director of academic services if accused of academic dishonesty.

4. Resolve the dishonesty case with the professor and student affairs. If not resolved, pursue resolution through the University’s system of due process.

3.22 SUBJECT: RECRUITING - ON CAMPUS VISITS
(revised 12/04)

The student-athlete development staff actively participates in the on-campus recruiting process. For all “official visits,” coaches should schedule a meeting with an athletic academic counselor and the PSA. Freshmen recruits meet with an athletic academic counselor (typically the team counselor), and transfers meet with either the associate director of athletics for student-athlete development or the director of academic services. PSAs with learning disabilities should also meet with the athletic department’s learning services coordinator. The learning services coordinator will follow-up by mailing an information packet to the PSAs parents/guardians.
RESPONSIBILITY

Student-Athlete Development Staff

1. Team academic counselor assists coaches with scheduling on-campus academic meetings with either the team counselor or an available athletic academic counselor. (include learning services coordinator and minority student-athlete mentoring coordinator, as applicable)

2. The director of academic services or the associate director of athletics for student-athlete development meets with transfer PSA to review transfer eligibility, satisfactory progress, and admission status.

3. Academic counselor meets with the prospective student-athlete to discuss the student-athlete’s academic and career interests and to review WSU degree programs, University resources, athletic department resources and services, academic resource center and access to technology, career and personal development resources, PROWL resource center, and the athletic department’s academic philosophy, goals, and expectations.

4. Team counselor assists the coaches as requested with identifying qualified and interested faculty advisors for an additional academic meeting regarding the PSAs major/career interest.

5. Provide written academic information for recruiting purposes, as requested.

6. Learning services coordinator meets with PSAs with learning disability. After campus visit, mail an information packet to the PSA’s parents/guardians.

Coach

1. Contact the team academic counselor to schedule an on-campus academic meeting for each prospective freshmen official visit.

2. If PSA has a learning disability, also contact athletic department’s learning services coordinator to schedule a confidential meeting.

3. If a minority PSA, contact the athletic department’s minority student-athlete mentoring coordinator to schedule a meeting.

4. Contact the director of career and personal development to schedule a meeting in the PRC for prospective student-athletes.

5. Contact the compliance office to schedule an initial eligibility meeting for each prospective freshmen official visit.
6. Contact director of academic services to schedule a transfer eligibility meeting for prospective transfer official visit.

7. Notify academic staff and compliance staff of changes in the on-campus itinerary.

Compliance

1. Meet with prospective freshmen student-athletes to review initial eligibility and admission status.

STUDENT-ATHLETE DEVELOPMENT PROSPECTIVE STUDENT-ATHLETE MEETING OUTLINE

Purpose of Meeting
• Outline and review the academic and career services available here at Washington State University.
• Address what an incoming student-athlete would expect to encounter when enrolling and attending Washington State University and participating in the varsity athletic program.
• Identify and discuss any academic interests the potential student-athlete might have; answer all pertinent questions that might arise.
• Briefly outline Cougar Athletics’ academic expectations and student-athlete development unit philosophy with regard to student-athletes involvement in our program.
• Provide a mock schedule for the prospect and/or parents so they can see what a typical week is like as a Cougar student-athlete. Attached to the mock schedule you can include major information and university information found at the following URL sites: http://www.it.wsu.edu/AIS/ADM/cgi-bin/ug_majors.cgi, http://www.wsu.edu/future-students/why-wsu/index.html.
• Also provide a mock weekly report for the prospect and parents so they can see what we track on a weekly basis.

Topics to Address

Academic Support (Director, Academic Services; Team Academic Counselor):
Address student-athletes academic interests
New student-athlete orientation
Learning assessment
Academic and career planning
Individual and group tutoring
Monitoring degree progress
Proactive weekly meetings and mid-term evaluations
General academic counseling
Learning strategies / study skills
Priority registration for student-athletes
Staffing (including PAC counselors)

Guided Study Program (Learning Services Coordinator):
Interactive learning environment
Expectations (while at Guided Study)
Task & Time (flexibility)
Facilitators
Total support and assistance
Study skills and learning strategies
**Academic Resource Center – (ARC Coordinator):**
- Laptops for team travel (16) and learning services laptop for on-campus use
- Networked desktop computers (30)
- Study areas (quiet, tutoring, study teams)
- Computer lab atmosphere and staff assistance
- Hours available (approximately 70 hours a week)
- Library access
- Assistance with writing and research
- Software and email accounts
- Accessibility and technology (relationship between university and technology).

**Career Services (Director, Career and Personal Development):**
- Programs/activities for targeted groups (sr. mtgs, new sa seminar, professional development portfolio)
- “SIGI” career exploration software
- Use of PROWL Resource Center space
- Access to the university career services office

**Personal Development and the PROWL Resource Center (Director, Career and Personal Development):**
- Commitment to student-athlete’s personal development (academic/athletic/social balance)
- PRC is open and staffed over 50 hours/week
- Career resources (internet, books, materials)
- Self-help resources for all aspects of the student-athlete experience (e.g. academic excellence, athletic excellence, personal development, career development, and community service and leadership).

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**3.23 SUBJECT: REINSTATEMENT PROCEDURES**
* (revised 12/04)

Students become deficient per one of the following three University academic rules:

**Deficiency Rules:**
- **Rule 39 = 2 consecutive semesters under 2.00 cumulative GPA**
- **Rule 38 = 1 semester under 2.00 cumulative GPA**
- **Rule 37 = 2 consecutive semesters under 2.00 semester GPA, but cumulative GPA is over 2.00**

If deficient, students who are not certified in a major must apply for reinstatement at the Office of Academic Standing at the SALC. If deficient, students who are certified in a major apply for reinstatement through their department. If students are denied reinstatement and would like to request an appeal, they should contact the Office of Academic Standing at the SALC.

The student-athlete development office in conjunction with the athletic eligibility coordinator (AEC) and compliance office track the reinstatement status of each deficient student-athlete prior to the start of each semester. Immediately after grades are posted, deficient student-athletes are notified in writing by the academic and compliance staff of the requirements for regaining/maintaining their eligibility for financial aid, practice, and competition.

**RESPONSIBILITY**

**Athletic Eligibility Coordinator**

1. Request list of deficient student-athletes by sport from the Student-Advising and Learning Center after grades are posted.
Forward list of deficient student-athletes to the administrative assistant for student-athlete development.

2. Contact the Office of Academic Standing daily to update the reinstatement status of each deficient student-athlete.


**Student-Athlete Development Staff**

1. Administrative assistant for student-athlete development reviews deficient student-athlete list and identifies all returning student-athletes. Create tracking spreadsheet.

2. Associate director of athletics for student-athlete development meets with the compliance staff to confirm the appropriate reinstatement procedures for the upcoming semester.

3. Administrative assistant for student-athlete development prepares memo for coaches and student-athletes describing the reinstatement procedures. Deliver memos to each head coach.

4. Track reinstatement contracts for each deficient student-athlete and update the reinstatement tracking spreadsheet. Notify AEC when deficient student-athlete returns reinstatement contract or advisor confirmation form.

5. Provide a copy of deficient list and reinstatement updates to the faculty athletics representative, head coach, sport supervisor/athletic directors, academic counselors.

6. Academic staff may assist student-athletes with their preparation for reinstatement interviews and appeal meetings based on academic staff evaluations and individual circumstances.

7. Meet with deficient student-athlete and provide appropriate assistance.

8. Associate director of athletics for student-athlete development may represent a student-athlete at an appeal board, if warranted or requested by the athletic director.

9. Forward copy of reinstatement contract/advisor confirmation form to the head coach and assigned team academic counselor when student is reinstated.

**Student-Athlete**
1. Receive notice of deficiency from the Office of Academic Standing. Note important deadline dates and University procedures.

2. Receive from coach the athletics department reinstatement procedures memo. Review memo closely and make note of deadline dates and important procedures. Note both the University procedures and the athletic department procedures. Note how reinstatement status impacts eligibility for financial aid, practice, and competition.

3. Contact athletic academic counselor immediately to discuss planning for the reinstatement process.

4. If reinstated, bring copy of reinstatement contract/advisor confirmation to the administrative assistant for student-athlete development. **Note deadline dates.**

5. Make a commitment to comply with conditions noted on the reinstatement contracts or advisor confirmation forms.

**Coach**

1. Contact deficient student-athlete and forward the reinstatement procedures memo from the student-athlete development office. **Make sure deficient student-athlete receives this important notice.**

2. Track daily reinstatement updates on the Daily Eligibility Report and follow-up with deficient student-athlete as necessary.

3. Reinforce with reinstated student-athlete the importance of complying with all expectations listed on the University Reinstatement Contract and Advisor Confirmation Form.

3.24 SUBJECT: UNIVERSITY CAREER SERVICES – PROGRAMS AND SERVICES (revised 12/04)

University Career Services, located in 180 Lighty Student Service Building, offers a variety of career related resources and services. Counselors assist students in assessing skills, interests, and work values; developing decision-making skills; identifying and exploring career options; connecting academic majors to internship opportunities and future careers; preparing for graduate/professional school; and planning job search strategies.

Student-athletes are encouraged to access the University career services listed below. The student-athlete development staff regularly refers student-athletes to the WSU Career Services Office.

**Washington State University Career Services - Mission** (reference: [www.careers.wsu.edu](http://www.careers.wsu.edu))

To provide comprehensive and high quality career services to assist students with their career development and employment needs by fostering effective academic/career planning, experiential learning, job search preparation, and access to professional opportunities as well as by developing strong partnerships with employers, academic departments, and the university community.
**Career Assessment and Testing** (reference: [www.careers.wsu.edu](http://www.careers.wsu.edu))

Used as a part of the career counseling process, there are many career development assessment tools that can help clarify the student’s work values, interests, and skills.

Commonly used tests such as the Strong Interest Inventory (SII), the Myers Briggs Type Indicator (MBTI), the Self-Directed Search (SDS), the Minnesota Importance Questionnaire (MIQ), and the Work Values Inventory (WVI) may provide important information to enhance personal growth and self-understanding.

Students who are interested in testing and assessment should first make an appointment with a career counselor to discuss their specific needs and interests. The counselor will help determine which test(s) are most appropriate, as well interpret the test results to the student in a manner that is most relevant to real life.

Most of these instruments are administered through WSU Testing Services, and some may include a small fee. The career counselor will explain the testing procedures and any applicable fees in detail prior to testing. It is important to mention that Career Services does not administer standardized aptitude or achievement tests. The career counselor can address questions about assessment in these areas and make the appropriate referrals.

**Computerized Career Assessment - SIGI PLUS** (reference: [www.careers.wsu.edu](http://www.careers.wsu.edu))

SIGI PLUS is an interactive, computer guidance system that covers all major aspects of career decision making and planning through a system of nine separate but interrelated sections.

**Career Courses For Credit** (reference: [www.careers.wsu.edu](http://www.careers.wsu.edu))

UNIV 100 - Career and Major Choice is a one credit course designed to help students identify their interests, skills, and work values, and to begin to connect those to the world of work. Along with self-assessment, students learn how to find out about WSU majors and related occupations, as well as exploring the role of various experiences in making life-planning decisions.

UNIV 100 is offered in fall, spring, and summer sessions. Class sizes are generally from 20-30, which enhances student-teacher interaction and discussion.

UNIV 100 Course Objectives Include:
1. Provide an opportunity for self-assessment and better understanding of one's own:
   - Beliefs, values, and awareness of abilities and attributes.
   - Degree of commitment toward a coherent set of goals and aspirations.
   - Family factors that influence who we are and how we understand the roles of work and career.
   - Sociocultural factors which also influence how we view the world and ourselves.

2. Assist students in gaining knowledge and developing the skills they need to:
   - Enter and participate in work and lifelong learning*.
   - Enter and participate in education and training*.
   - Locate, evaluate and interpret career information*.
   - Prepare to make decisions about seeking, obtaining, maintaining, and changing jobs*.
• Understand how societal changes influence the nature and structure of the work world*.


UNIV 300 - College Majors and Career Planning is a one credit course designed for UPPER DIVISION STUDENTS WHO ARE CERTIFIED IN A MAJOR who want to systematically investigate their chosen major as an academic foundation for professional development, to research professional opportunities in the workplace and/or in graduate studies, and to develop effective career management approaches. Class will include cross-disciplinary dialogue to assist students across different majors to relate academic preparation to the workplace and to increase awareness of interdisciplinary work teams.

Emphasis will be on the development of computer literacy in the context of online career exploration, job search, networking, and use of professional resources.

UNIV 300 is offered in online. Class size is limited to 25, which enhances student-teacher interaction and discussion.

Career Counseling and Advising (reference: www.careers.wsu.edu)

If students have questions about their major or career, they should consider making an appointment with a career counselor.

Individual and/or group career counseling is often helpful for students who (1) are undecided about their career or academic direction, (2) want help in understanding and processing their career options, (3) need assistance in exploring ways to overcome obstacles in their career path, (4) want help in their job search.

Career development counselors view career decision making as an on-going "life-planning" process, rather than a one-time choice. Through one on one meetings with students, they can help evaluate and improve self-understanding, knowledge of the work world, and decision making skills. By integrating the results of a variety of assessment tools, they can also help strategize ways to implement career choices, both educational and occupational, and to help facilitate adjustment to work and educational environments. Often counselors can help students identify and defeat stumbling blocks to career development. If unsure what career resources might be helpful, or if undecided about a field of study, an appointment with a career development counselor is definitely a good place to start. However, students interested in preparing for the job search process or graduate school decision-making may also find an individual appointment helpful. Of course, individual career counseling services are confidential.

Common Reasons for Indecisiveness (from Career Counseling: A Psychological Approach, Yost & Corbishley, 1987.) If any of these seem familiar, it would be a good reason to talk to a career counselor:

• Fear of failure. Some people feel that it is better to be a potentially successful person who has not yet entered a chosen field, than someone who is in a career but not successful.
• Effect of Significant Others. The relationships we have with others may strongly affect decision-making. It is not uncommon for individuals to avoid making decisions they fear significant others will disapprove of or that may have some adverse effect on significant others.
• **Desire for Perfection.** Sometimes individuals are unwilling to commit to a choice that they believe is not "perfect". Since few choices are perfect, this certainly delays decision-making.

• **Hasty Decision Making.** This is the dart-board decision-making approach. Individuals who use this style of decision making often have trouble staying committed to their choice, since they had no meaningful commitment to the choice in the first place.

• **Reinforcement of Indecisiveness.** Sometimes delaying decision-making allows for continued attention and support from parents or significant others. This is often connected to fear of failure and desire for perfection.

• **Equipotentiality.** Sometimes (usually very gifted) people feel pulled in a variety of career directions in which they have equal interest and ability. These individuals sometimes worry that committing to one field will result in loss of another that they feel unwilling to let go.

• **No Good Options.** Individuals who may have experienced failure in previous choices sometimes feel that they have no good options. Often this is more related to their negative evaluation of themselves and their abilities than to a realistic appraisal of choices available.

3.24a SUBJECT: UNIVERSITY CAREER SERVICES – JOB AND INTERNSHIP LISTINGS
(revised 12/04)

MonsterTRAK.com is the official job and internship listing database for Washington State University students, alumni and employers. Registering with MonsterTRAK allows students to view internship and job vacancy listings 24/7 via the web. Fully formatted resumes can be uploaded from this site (up to 10 different versions) and cover letters are available to use to apply for jobs and internships posted on MonsterTRAK.

**Resume Referral**

Employers are able to obtain resumes of qualified candidates based on specific selection criteria. Selection criteria include area of study, degree, class level, graduation date, citizenship, location preferred, willingness to travel, willingness to relocate, and specific keywords. Resume Referral. To participate in this service, first register with Career Services via MonsterTRAK. Then upload resume and in the resume search status section, give permission for resume to be searched by and forwarded to employers. (reference: [www.careers.wsu.edu](http://www.careers.wsu.edu)).

MonsterTRAK Resources and Services:

- Search for jobs and internship opportunities
- Learn more about job search tips
- Post resumes
- Access InterviewTRAK

**Career Contact and Alumni Network**

The Career Contact Network is comprised of various people representing diverse career fields nationwide, who have offered to share their career experiences with students. Find the website link at the University Career Services website. (reference: [www.careers.wsu.edu](http://www.careers.wsu.edu))
3.24b  SUBJECT: UNIVERSITY CAREER SERVICES – ON CAMPUS
INTERVIEWING
(revised 12/04)

InterviewTRAK is the system used by the University career services office to manage on-campus interviews. To use InterviewTRAK, students must register on MonsterTRAK and upload resumes. With InterviewTRAK students are able to see who is interviewing, sign up for interviews, submit resumes to employers, track resume submissions, change and/or cancel interview times, and find out more about employer group meetings/information session. (reference: www.careers.wsu.edu)

3.24c  SUBJECT: CAREER SERVICES – WSU AND NATIONAL WEBSITES
(revised 12/04)

WSU Career Services:
Location: Lighty 180
Phone: 335-2546
WSU Website: www.careers.wsu.edu

Career Websites:
MonsterTRAK www.monstertrak.com
Careermag.com www.careermag.com
FlipDog www.flipdog.com
Headhunter.net www.headhunter.net
CareerShop.com www.careershop.com
Hotjobs.com www.hotjobs.com
JobOptions www.joboptions.com
O-Net www.online.onetcenter.org
America’s Career InfoNet www.acinet.org
Athletic Link www.atleticlink.com
NCAA www.ncaa.org

RESPONSIBILITY

Director of Career and Personal Development

1. Meet weekly with the University career services staff to keep updated on the available University career services, resources and events.

2. Provide periodic career services updates to the student-athlete development staff and keep staff updated on upcoming events. Encourage staff to refer student-athletes to the University career services office.

3. Post flyers and send email reminders to student-athletes, coaches, and student-athlete development staff prior to all upcoming University career development events.
4. Maintain career development resources in the PROWL Resource Center.

5. Coordinate and facilitate the career services session for the New Student-Athlete Seminar.

6. Periodically update the student-athlete development website.

7. Meet with employers on campus, as necessary or requested.

8. Post all job announcements and internship opportunities in the PROWL Resource Center.

9. Maintain the career development/announcements display case in Bohler 285 and PEB 104.

**Student-Athlete Development Staff**

1. Encourage student-athletes to access University career services.

2. Refer student-athletes to the University career services office and the athletic department’s PROWL Resource Center.

3. Announce upcoming events and encourage attendance.

4. Stay updated on available career services by periodically reviewing the University career services website. ([www.careers.wsu.edu](http://www.careers.wsu.edu))

**Coach**

1. Encourage student-athletes to access University career services and access the PROWL Resource Center for referrals.

2. Announce upcoming events.

3. Post flyers in locker rooms.

**Student-Athlete**

1. Actively seek out career services and resources. Participate in scheduled University and athletic department career development activities and events.

2. Access the career services offered by the University and the PROWL Resource Center.

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**3.24d SUBJECT: ATHLETICS DEPARTMENT CAREER RESOURCES - SENIOR PROFESSIONAL DEVELOPMENT PORTFOLIO**

*(revised 12/04)*
The Senior Professional Development Portfolio is a joint publication created by university career services and the athletic department at Washington State University. This publication is produced to link the student-athletes with potential employers to assist with the transition from college student-athletes to working professionals. The portfolio is a compilation of resumes for all graduating student-athletes and is distributed to over 1,000 potential employers annually. The distribution list varies from Cougar alumni to a large variety of small firms and large businesses. The publication is also distributed to companies as they come to campus for on-campus interviewing each spring. Senior student-athletes are highly encouraged to participate in the portfolio and should contact the director of career and personal development for additional information.

**RESPONSIBILITY**

**Director of Career and Personal Development**

1. Meet with publications to set deadlines based on January 1st publication deadline. Select font, paper style, cover, and format for publication; establish cost estimate and request budget approval; identify appropriate photos; approve initial draft; approve final draft; approve “blue line” copy.

2. Contact photographer to set date, time, and place for photos.

3. Meet with the University career services staff to determine resume critique hours.

4. Post hours the career liaison will be available for resume review in the PROWL Resource Center.

5. Reserve facility for senior meetings/dinners: planning/workshop meeting the 3rd week in September and distribution meeting the 3rd week in January.

6. Compile senior planning notebook, and review the requirements to participate in the portfolio during fall organizational meeting with student-athletes:
   a. Value of participating.
   b. Resume must be edited and critiqued by the career services staff.
   c. Student-athlete makes appropriate corrections/revisions and meets again with a counselor from the career services office.
   d. Picture taken in appropriate interview attire.
   e. Must meet all deadlines.

7. Invite corporate recruiter and former student-athletes to the senior meetings.

8. Send reminder memos to coaches (meeting dates/times, deadlines).

9. Enter all seniors into spreadsheet to track resume reviews and photos.
10. Call each student-athlete to discuss progress.

11. Review and edit resumes prior to final publication.

12. Meet with the WSU Athletic Foundation and marketing to discuss distribution to donors and corporate sponsors.

13. Develop/update mailing list and distribution procedures.

14. Distribute portfolio per distribution and mailing list.

**Coach**

1. Encourage each senior to participate in the portfolio project.

2. Announce deadlines.

3. Read reminder memos during practice.

**Student-Athlete**

1. Sign up for a time to have picture taken. Wear professional attire.

2. Attend fall organizational meeting and winter distribution meeting.

3. Complete resume and have it critiqued by the career services staff.

4. Have final draft approved by the career services staff by mid-November deadline.

5. Meet **all deadlines** as identified by the director of career and personal development.

**3.24e SUBJECT: ATHLETICS DEPARTMENT CAREER RESOURCES – SENIOR FOLDER**

(revised 12/04)

A Senior Folder is provided to each senior student-athlete at the senior banquet, hosted every spring semester by Washington State University Athletics and the Grey “W” Club. The senior folder includes: business cards for the student-athlete, copies of their resume published in the professional development portfolio, sample cover letter, professional development portfolio distribution list, and handouts to assist with writing cover letters, interviews, and job searching strategies.

**RESPONSIBILITY**

**Director of Career and Personal Development**

1. After completion of the professional development portfolio, compile resume, business card, sample cover letters, portfolio distribution list, and job search, interviewing handouts and websites for each senior student-athlete.
2. Present the personalized professional folder to the each senior student-athlete at the spring senior banquet.

**Coach**

1. Encourage each senior to attend the senior banquet.

**Student-Athlete**

1. Actively participate in the Senior Professional Development Portfolio project.

2. Attend senior banquet.

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3.24f **SUBJECT:** ATHLETICS DEPARTMENT CAREER RESOURCES - PROWL RESOURCE CENTER  
*(revised 12/04)*

Career books and publications, handouts, resource notebook for career opportunities, and sample resumes and cover letters are available in the PROWL Resource Center to assist student-athletes with career exploration and career development. Student-athletes are encouraged to access these resources in a self-guided manner and request individual assistance, as needed. Assistance and resources are available for the following topics:

- Choosing a Major
- Part-time work
- Full-time work
- Internships
- Job Search Techniques
- Interviewing Skills
- Matching Majors to Careers
- Resume & Cover Letter Development or Critique
- SIGI+ Career Exploration Software
- Job Search

Internet access is also available at the PROWL Resource Center for career exploration and development, individual assessment, and job searching.

3.25 **SUBJECT:** ACADEMIC INTEGRITY: ACADEMIC SERVICES WORKING AGREEMENT  
*(revised 12/04)*

To ensure tutors, study team facilitators, and computer lab assistants maintain academic integrity when working with student-athletes, all time-slip academic staff and the Student Advising and Learning Center tutors sign the Academic Services Working Agreement prior to providing academic assistance for student-athletes.

**RESPONSIBILITY**

**Student-Athlete**

1. Request tutoring and study sessions as needed. If in the “high-risk” category, attend tutor or study team session for each class.
2. Follow expectations as outlined on the SALC Tutorial Contract and the Athletic Department’s Partnership Agreement. Follow all academic integrity expectations, as listed in the Washington State University Student Handbook and the Student-Athlete Handbook.

Learning Services Coordinator

1. The athletic department’s learning services coordinator meets with the SALC tutoring class and the time-slip study team facilitators to discuss tutoring/teaching guidelines, academic integrity, NCAA rules, and the athletic department’s Academic services Working Agreement.

2. Requests all time-slip academic staff and SALC tutors to sign the Academic services Working Agreement prior to providing academic assistance. File signed Working Agreements and update throughout the year, as new staff are hired.

Academic Resource Center Coordinator

1. The athletic department’s academic resource center coordinator meets with undergraduate and graduate students working part-time in the computer lab to discuss research/teaching guidelines, academic integrity, NCAA rules, and the athletic department’s Academic services Working Agreement.

2. Requests part-time staff to sign the Academic Services Working Agreement prior to providing academic assistance.

3. Files signed Working Agreements and update throughout the year as new staff are hired.

Tutors/Study Team Facilitators

1. Attend the SALC tutor class or the athletic department’s study team orientation to review tutoring/teaching guidelines, academic integrity, NCAA rules, and the athletic department’s Academic services Working Agreement.

2. Sign the Academic services Working Agreement and commit to working with the highest level of integrity.

3. Inform the learning services coordinator of any academic dishonesty incidents that occur during tutor sessions or study teams sessions.

Faculty Athletics Representative
Associate Director of Athletics for Student-Athlete Development

1. Periodically review the Academic Services Working Agreement. Evaluate and edit as necessary.
3.26 SUBJECT: ACADEMIC INTEGRITY – STAFF EXPECTATIONS  
(revised 12/04)

The University and athletic department administration expect the student-athlete development staff to uphold and meet the intent of the following NCAA Ethical Conduct Bylaws:

10.1 UNETHICAL CONDUCT
Unethical conduct by a prospective or enrolled student-athlete or a current or former institutional staff member (e.g., coach, professor, tutor, teaching assistant, student manager, student trainer) may include, but is not limited to, the following:

   (b) Knowing involvement in arranging for fraudulent academic credit or false transcripts for a prospective or an enrolled student-athlete;

11.1.1 STANDARDS OF HONESTY AND SPORTSMANSHIP
Individuals employed by or associated with a member institution to administer, conduct or coach intercollegiate athletics shall act with honesty and sportsmanship at all times so that intercollegiate athletics as a whole, their institutions and they, as individuals, represent the honor and dignity of fair play and the generally recognized high standards associated with wholesome competitive sports.

19.01.2 EXEMPLARY CONDUCT
Individuals employed by or associated with member institutions for the administration, the conduct or the coaching of intercollegiate athletics are, in the final analysis, teachers of young people. Their responsibility is an affirmative one, and they must do more than avoid improper conduct or questionable acts. Their own moral values must be so certain and positive that those younger and more pliable will be influenced by a fine example. Much more is expected of them than of the less critically placed citizen.

Faculty Contacts

Athletic student-athlete development staff should not contact a faculty member to discuss a grade change. If a coach or student thinks a grade is inaccurate, the student-athlete development staff refers the student-athlete to the faculty to verify earned points to make sure the student understands the grade calculation. The student-athletes must speak directly with the faculty member with no one from athletics intervening (e.g. academic staff or coaches).

If a faculty member contacts the student-athlete development staff regarding a potential grade change, the staff member should reinforce to the faculty member that all grade decisions rest with the faculty and not the athletic staff. Faculty should be referred to the associate director of athletics for student-athlete development.

COMPLIANCE:
Non-compliance of expectations listed above should be reported to either the associate director of athletics for student-athlete development, assistant athletic director for compliance, faculty athletics representative, or athletic director.

3.27 SUBJECT: NCAA WAIVER FOR STUDENT WITH LEARNING DISABILITY  
(revised 12/04)
Student-athletes with a documented learning disability will meet with the athletic department’s learning services coordinator to develop an individual academic success plan (IASP) and for referral to other University resources. In addition, the learning services coordinator initiates the process for submitting an “under 12 credit enrollment” waiver for each student-athlete with a learning disability.

The learning services coordinator forwards requests the compliance office to process a waiver for “under 12 credit enrollment” for each student-athlete who has a documented learning disability. If the waiver is approved, in consultation with the learning services coordinator, the student-athlete will decide each semester whether or not to access the waiver. The learning services coordinator communicates directly with the student-athlete and compiles all testing documentation required by the NCAA.

RESPONSIBILITY

Coach

1. Refer student-athletes to the athletic department’s learning services coordinator.

2. During the recruiting process, inform the learning services coordinator of prospective student-athletes who have a learning disability and schedule an on-campus meeting during the recruit’s official visit.

Student-Athlete

1. Inform the learning services coordinator of the specific learning disability or request testing to determine if learning disability exists.

2. Provide all available testing documentation. Or, seek further testing, if necessary.

3. Sign NCAA waiver for “under 12 credit enrollment”.

4. If approved, determine each semester if the under 12 credit enrollment will be accessed.

Learning Services Coordinator

1. Identify student-athletes with a learning disability. Begin the under 12 credit enrollment waiver for each student-athlete who has a documented learning disability.

2. If testing documentation is not available, refer student-athlete to the University Testing Services.

3. Compile testing documentation and complete the individual academic plan and academic history form.

4. Request the director of the disability resource center to review the student-athlete’s testing documentation. And if qualified, request the director to submit a letter to the Registrar’s Office confirming the learning disability.
5. Forward testing documentation and academic plan to the program director for academic services. And, update tracking spreadsheet.


Director of Academic Services

1. Review/sign/forward the testing documentation and academic plan to the compliance office.

2. Keep the associate director of athletics for student-athlete development updated on the status of the NCAA waiver.

Compliance Office

1. Complete NCAA waiver documentation for the student-athlete with a learning disability. (“under 12 credit enrollment”).

2. Request letter from the Registrar’s Office confirming the student qualifies for under 12 credit enrollment, based on University regulations.

3. Compile all necessary documentation required by the NCAA and submit waiver.

4. Notify the learning services coordinator and director of academic services of the NCAA’s ruling.

3.28 SUBJECT: POSTGRADUATE SCHOLARSHIP NOMINATIONS
(revised 12/04)

Graduating seniors may be nominated for the following postgraduate scholarships and internships:

- **NCAA Postgraduate Scholarship Program**: Awarded to those student-athletes who have excelled academically and athletically. $6,500 one time award.
  *Application Deadline: Fall - October / Winter - February / Spring - April*

- **Walter Byers Postgraduate Scholarship Program**: Awarded to one male and one female student-athlete annually in recognition of outstanding academic achievement and potential for success in graduate study. Must have a 3.5 or higher cumulative GPA. $12,500 stipend, one time award.
  *Application Deadline: mid-January*

- **NCAA Ethnic Minority and Women’s Enhancement Program**: The goal of this program is to increase the pool of, and opportunities for, qualified minority and female candidates in intercollegiate athletics. The program offers ten postgraduate scholarships and ten internships at the NCAA national office. Candidates must be accepted into a sports administration or related program. $6,000 one time award. Internships are for one year.
  *Application Deadline: mid-February*
• **NCAA Foundation/The Freedom Forum**: Eight $3,000 scholarships are awarded to college juniors who have career goals in sports journalism. Candidates must be journalism majors or participate in some form of campus sports.  
  *Application Deadline: mid-December*

• **Sears Director’s Cup Postgraduate Scholarship Program**: Students who have excelled in their support of intercollegiate athletic programs and student-athletes may be nominated for a possible $5,000 scholarship (e.g. managers, student trainers, student assistants, etc). Students are nominated by support staff or coaches.  
  *Application Deadline: April*

• **Black Coaches Association Ethnic Minority Postgraduate Scholarship for Careers in Athletics**: The BCA awards 10 scholarships of $5,000 each. The awards have been established to increase the pool of and opportunities for qualified minority candidates in intercollegiate athletics.  
  *Application Deadline: mid-May*

• **Pacific 10 Conference Administrative Fellowship**: This fellowship is an eleven month internship with approximately $25,000 stipend. Former student-athletes must have a bachelors degree and have an interest in pursuing a career in intercollegiate athletics. The internship is designed to enhance the professional preparation opportunities for ethnic minorities.  
  *Application Deadline: mid-April*

**RESPONSIBILITY**

**Student-Athlete Development and Faculty Athletics Representative**

1. Evaluate student-athletes academic history and select potential nominees for each postgraduate scholarship based on the specific criteria for each award. Student-athletes are nominated only if the academic staff and faculty athletics representative agree the student-athlete’s application will be competitive in the district and national review process.

2. Notify student-athletes, head coach, and sport supervisor of the nomination.

3. Write letter of recommendation as requested by the student-athlete.

4. Assist student-athletes compile a strong and competitive application.

**Student-Athlete**

1. Be completing last season of eligibility at time of the nomination.

2. Earn minimum 3.00 cumulative GPA to be considered for a possible postgraduate scholarship nomination.
3. Achieve All-Conference, All-District and/or All-American athletic status to be considered for most postgraduate scholarships.

4. Work closely with the assistant athletic director for academic services to complete the application by the designated deadline.

5. Enroll full time in a graduate program if awarded a postgraduate scholarship. Some postgraduate scholarship programs allow recipients to delay enrollment for up to five years.

**Coach/Sport Supervisor/
Faculty Athletics Representative**

1. Forward recommendations for potential nominees to the academic services office.

2. Forward letters of recommendation for student-athlete to the academic services office.