ACADEMIC SUPPORT FOR STUDENT-ATHLETES:
A CURRICULUM FOR THE DIVISION II COACH
CALIFORNIA STATE UNIVERSITY, CHICO

A Project
Presented
to the Faculty of
California State University, Chico

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education
Curriculum and Instruction

by
Allison Caroline Smith
Fall 2014
ACADEMIC SUPPORT FOR STUDENT-ATHLETES:
A CURRICULUM FOR THE DIVISION II COACH
CALIFORNIA STATE UNIVERSITY, CHICO

A Project

by

Allison Caroline Smith

Fall 2014

APPROVED BY THE DEAN OF GRADUATE STUDIES
AND VICE PROVOST FOR RESEARCH:

Eun K. Park, Ph.D.

APPROVED BY THE GRADUATE ADVISORY COMMITTEE:

Cris E. Guenter, Ed.D., Chair

Charles G. Zartman, Jr., Ph.D.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Tables</td>
<td>v</td>
</tr>
<tr>
<td>Abstract</td>
<td>vi</td>
</tr>
<tr>
<td>CHAPTER</td>
<td></td>
</tr>
<tr>
<td>I. Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of Project</td>
<td>4</td>
</tr>
<tr>
<td>Scope</td>
<td>6</td>
</tr>
<tr>
<td>Significance of Project</td>
<td>10</td>
</tr>
<tr>
<td>Limitations of Project</td>
<td>11</td>
</tr>
<tr>
<td>Definition of Terms/Acronyms</td>
<td>12</td>
</tr>
<tr>
<td>II. Literature Review</td>
<td>13</td>
</tr>
<tr>
<td>Introduction</td>
<td>13</td>
</tr>
<tr>
<td>Added Stress of Being a Student-Athlete</td>
<td>14</td>
</tr>
<tr>
<td>Importance of Academic Support for Student-Athletes</td>
<td>16</td>
</tr>
<tr>
<td>Support Programs for Student-Athletes</td>
<td>18</td>
</tr>
<tr>
<td>Student-Athlete Keys to Eligibility</td>
<td>21</td>
</tr>
<tr>
<td>Conclusion</td>
<td>29</td>
</tr>
<tr>
<td>III. Methodology</td>
<td>31</td>
</tr>
<tr>
<td>Introduction</td>
<td>31</td>
</tr>
<tr>
<td>Field Testing</td>
<td>31</td>
</tr>
<tr>
<td>Focus Groups</td>
<td>33</td>
</tr>
<tr>
<td>Interviews</td>
<td>34</td>
</tr>
<tr>
<td>Personal Reading and Research</td>
<td>37</td>
</tr>
<tr>
<td>Conclusion</td>
<td>38</td>
</tr>
<tr>
<td>IV. Summary, Conclusions, and Recommendations</td>
<td>40</td>
</tr>
<tr>
<td>Summary and Conclusions</td>
<td>40</td>
</tr>
<tr>
<td>Recommendations</td>
<td>43</td>
</tr>
</tbody>
</table>
References ........................................................................................................................................ 50

Appendix

Academic Support for Student-Athletes: A Curriculum for the
Division II Coach, California State University, Chico .................................................. 51
### LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Initial Eligibility</td>
<td>23</td>
</tr>
<tr>
<td>2. Progress-Toward-Degree Requirements</td>
<td>28</td>
</tr>
</tbody>
</table>
ABSTRACT

ACADEMIC SUPPORT FOR STUDENT-ATHLETES: A CURRICULUM FOR THE DIVISION II COACH

CALIFORNIA STATE UNIVERSITY, CHICO

by

Allison Caroline Smith

Master of Arts in Education
Curriculum and Instruction
California State University, Chico
Fall 2014

Student-athletes at the Division II level are a unique population that face added stress outside of the norm compared to their non-athlete counterparts. Many student-athletes often struggle when attempting to juggle their commitment and desire to excel in their sport of play with the ability to succeed in the classroom. The National Collegiate Athletic Association (NCAA) has placed a large emphasis on student-athlete academics by putting such rules as the Progress-Towards-Degree in place. This rule ensures student-athletes are moving towards graduation during their time as a student-athlete. With rules such as the Progress-Towards-Degree Universities have employed compliance coordinators whose job is to make sure all student-athletes at their University comply with NCAA ruling to remain eligible for play.
Along with compliance coordinators many Universities have begun staffing academic support specifically for student-athletes. Student-athlete academic support staffs are often found at the Division I level where funding is not an issue, unlike Division I, Division II Universities often lack the funding to hire specific staff members for student-athlete academic support outside of a single compliance officer. With this lack of staffing Division II college coaches often take upon the role to implement academic support for their student-athletes. Currently at California State University, Chico the entire coaching staff performs some kind of academic support guidance for the student-athletes on their particular teams.

The curriculum developed from this project will allow Division II college coaches especially those at California State University, Chico a way to implement proper academic support for their student-athletes. The curriculum covers keys to eligibility, campus resources, goal setting, time management, assignment tracking, and career planning. With a set curriculum to follow it will allow for coaches to work together when implementing lessons plans as well as addressing issues of academic support curriculum department wide and most importantly help all their student-athletes to succeed academically.
CHAPTER I

INTRODUCTION

Many children who grow up playing sports have dreamt of playing professionally, but more than not those dreams have become being the star athlete at a college university. Aspiring athletes dedicate countless hours of time on their fields of play and in the classroom to achieve these goals of one day becoming a college athlete. Coaches at college universities have the power to bring these athletes childhood dreams to fruition when telling an athlete that they want them for their particular universities athletic program. More than ever, college coaches are looking for the whole package; a player who can not only get the job done on the field, but in the classroom as well.

College coaches are under constraints when recruiting athletes for their programs based on their universities’ standards for admission along with bylaws enforced by the Nation Collegiate Athletic Association (NCAA). College university athletic programs represented by the NCAA fall under one of three categories; Division I (DI), Division II (DII), or Division III (DIII). As stated in the 2013-2014 NCAA Division II Manual:

Intercollegiate athletics programs shall be maintained as a vital component of the educational program, and student-athletes shall be an integral part of the student body. The admission, academic standing and academic progress of student-athletes shall be consistent with the policies and standards adopted by the institution for the student body in general. (p. 4)
Once a student-athlete is admitted to a university it is imperative that the student-athlete remain in good academic standing with both the university and athletics department per NCCA bylaws. Student-athletes must meet these different requirements to remain eligible for practice and competition. Due to the increasing demands that student-athletes are facing to remain eligible it has become extremely important for college coaches to closely follow their student-athletes academic performance to ensure eligibility of their athletes to maintain their programs success.

Within the different NCAA Divisions often come different levels of support in regards to academic assistance offered specifically for student-athletes. DI programs are often larger in size, receiving much more media attention along with accepting large endorsement contracts which allow for a much larger athletics budget than most DII schools. As reported in Gaston-Gayles *Examining Academic and Athletic Motivation Among Student athletes at a Division I University* (2004), “Several athletic programs nationally have begun to employ learning skills specialists to assist student athletes in developing appropriate study and academic skills with the expressed goal of increasing success in the classroom” (p. 82).

Having a larger monetary budget within the athletic department allows for DI programs to hire individuals who specialize in academic support for student-athletes making their student-athlete academic support programs stronger than ever before. For example California State University, San Diego a DI athletics program has eight staff members within the athletics department dedicated strictly to student-athlete academic support services with positions ranging from director of student-athlete academic
supports services to academic advisors for assigned to specific sports teams (Academic; Student Athlete Academic Support Services Staff, 2011).

DII schools averaging much smaller budgets are unable to hire the staffing numbers dedicated specifically to student-athlete academic support such as those at a DI like California State University, San Diego. This inability to hire dedicated full time staffing for student-athlete academic support directly affects the level of advisement they are able to guarantee their student-athlete populations in accordance with academics.

According to Lauren Wilson (personal communication, September 26, 2011) she was the only staff member working within the athletics department at California State University, Chico hired specifically for the reason of student-athlete academic assistance in regards to compliance and eligibility while serving as the universities compliance coordinator.

Due to lower numbers in staffing for academic support at the DII level coaches are often taking on the role to implement academic support for their student-athletes.

In order for coaches to help their student-athletes in regards to academics, it is important for them to understand that it is not just a simple task of asking them what grades they are receiving in class. Rather coaches must follow a set plan in order to properly implement academic support, to do this coaches are in need of a curriculum to follow that will allow them to help their student-athletes succeed in the classroom. The student-athlete leads a very complex lifestyle due to their participation in college athletics. According to Broughton (2001):

College student athletes are a special and unique student culture requiring support for their academic, personal, and athletic needs and issues. To support student athletes, a comprehensive counseling program with support services is an essential factor for their success. (p. 3)
Purpose of Project

Knowing the rules, bylaws, and unique circumstances that student-athletes are faced with is extremely important when being a collegiate coach. Enable to have high achieving student-athletes on the field of play and in the classroom it is important for coaches to be involved in all aspects of the student-athletes daily lives. This is why I have chosen to construct a curriculum for coaches to use when providing academic support for their student-athletes. The curriculum is put together with specific attention towards my previous experience as a softball coach at California State University, Chico. Although the curriculum will be geared towards many of my personal experiences as a coach at California State University, Chico it will be designed in a manner that will allow DII college coaches of all athletic programs from both male and female teams to use with little modification. The majority of the curriculum will easily span over all DII student-athlete issues with only certain areas being specific to California State University, Chico such as the campus resources. Although lessons on campus resources may not directly apply to all DII schools it will give other college coaches an idea of what may be available on their campuses that may be helpful to their student-athlete population.

The purpose is to develop a curriculum for coaches to follow that will allow them to provide a systematic academic support program for their student-athletes as they enter their program. Areas of focus include keys to eligibility, campus resources, goal setting, time management, assignment tracking, and career planning. Coaches will provide student-athletes with copies of worksheets and forms to keep from the curriculum to help them stay on track and focused throughout the academic year. The coaching staff will keep a ‘Coach’s Binder’ of worksheets that will be provided to student-athletes to
complete and turn in so the coaching staff is able to track the student-athletes’ academic progress throughout the semester and school year.

This project is of extreme personal interest due to my work as an assistant softball coach at California State University Chico and my passion for the student-athletes I have met and worked with over the years. In the past the softball program has had a history of struggling academically which is something that we had been working on to improve as a coaching staff. The team has made strides many significant strides in the right direction over the past years but having a specific set curriculum to follow would help student-athletes to achieve even more academically.

It is very important for student-athletes to understand that the student comes first in student-athlete. For most DII athletes the four years of athletics they play during college will more than likely be the end of their athletic career, especially in softball there are not many opportunities to “go pro” and make a living at playing softball. For this reason I feel it is imperative as a coach to place an emphasis on excelling in the classroom and having student-athletes build a plan as to what it is they want to accomplish while working on their degree and how that will set them up for future career opportunities.

Looking to the future an ideal job would be that of a head coach of a program or working within athletics administration at a college University. Having this curriculum for student-athlete academic support created will help me to improve teams overall performance both on and off the field. Helping student-athletes with their academics and making them as confident in the classroom as they are on the field of play will help them to become more well-rounded people ready to tackle what the world has to offer once
they leave their bubble of collegiate athletics. As a coach it is not only crucial to have a winning record, but to create a program that allows student-athletes to grow as people so they are able to succeed in their endeavors beyond the classroom and field of play once they graduate.

Scope

Coaches at the DII level wear many hats; the hat of academic support for student-athletes is becoming more and more crucial every day. Collegiate level coaches, especially at the DII level where funding is lower are having to take on the role of running an academic support program for their student-athletes. The curriculum developed from this project will allow these DII college coaches such as those currently at California State University, Chico to perform this important role of academic support program leader for their student-athletes with ease.

The curriculum will consist of six main areas; keys to eligibility, campus resources, goal setting, time management, assignment tracking, and career planning. Each section will include its own curriculum demonstrating reasoning behind the particular topic area, instruction implementation, as well as worksheets and handouts for student-athlete to complete. Many worksheets and handouts will be designed for student-athletes to complete and coaches to file in their ‘Coach’s Binder’ to track academic progress throughout the student-athletes’ academic year. The worksheets and ‘Coach’s Binder’ will allow both parties to know where the student-athlete stands in regards to their academics on a weekly basis to ensure eligibility and most importantly success in the classroom with the ultimate goal of graduation.
The first section of the curriculum will focus on the keys to eligibility of the student-athlete. To remain in good academic standing and stay eligible for practice and competition coaches and their student-athletes must be aware of a variety of factors. Student-athletes must abide by all rules set forth by their University along with the standards and bylaws set by the NCAA for DII student-athletes in accordance to eligibility requirements. Coaches need to communicate regularly with student-athletes and with the schools compliance coordinator/s to ensure their student-athletes are cleared for practice and competition. The curriculum will have both the student-athlete and coaches closely following and tracking specific areas that can commonly cause a student-athlete to become ineligible for practice and or competition such as GPA, the number of units the student-athlete enrolls in, units passed per semester, progress towards degree, etc. Progress towards degree has become an extreme area of concentration for the student-athlete per NCAA bylaws. According to the 2013-2014 NCAA DII Manual:

14.4.1 Progress-Toward-Degree Requirements. To be eligible to represent an institution in intercollegiate athletics competition, a student-athlete shall maintain progress towards a baccalaureate or equivalent degree at that institution as determined by the regulations of that institution. As a general requirement, “progress toward degree” is to be interpreted at each member institution by the academic authorities who determine the meaning such phrases for all students, subject to controlling legislation of the conference(s) or similar association of which the institution is a member. (p. 121)

The reason behind creating this curriculum is to have a set plan of attack for coaches to help their student-athletes excel academically. To get their student-athletes to reach their full academic potential it is important for coaches to use the resources that they have on their universities campuses. Section two of the curriculum will focus on just that, the resources that are available on California State University, Chico’s campus that
student-athletes should know about to help them with their academics and career planning. It is vital for coaches to know of all campus resources that may help their student-athletes especially those that provide academic assistance. Many Universities such as California State University, Chico have an academic advising center that is open to all students who attend the university. Coaches must encourage student-athletes to take advantage of these resources no matter if they are specific for student-athletes or not. This section of the curriculum will be specific to those resources on California State University Chico’s campus, but is a good guide for coaches at other Division II schools because similar resources will most likely exist on their campuses.

The third section will focus on the use and benefits of goal setting. Goal setting is often something that is thought of in regards to being sport specific, but it is important for student-athletes to use this skill of goal setting in conjunction with their academics and not just their sport of play. Academic goal setting can be a great tool for coaches to help motivate student-athletes to put their best effort forward towards their academics. Allowing student-athletes to set their own goals with the guidance of a coach gives the student-athlete ownership over the goal they are striving to achieve. Making the process of goal setting a joint effort is extremely important as stated by Sullivan (2010), “the coach cannot directly influence an athlete’s level of motivation. However, an effective strategy coaches can use to indirectly affect direction and intensity of an athlete’s effort is through goal setting” (p. 22).

Once a student-athlete has a set of goals in place it is important for them to have a plan on how to reach those goals. A very important factor of being a successful student-athlete is the ability to prioritize. According to Broughton & Neyer (2001),
“Unlike other college students, student athletes face an additional set of complex demands, stresses, and challenges arising from their involvement in a competitive sport” (p. 47). Student-athletes face a very grueling schedule having to attend class, practice, morning workouts, team meetings and travel for competition dates which often causes them to miss classes. Section four of the curriculum focuses specifically on time management for the life of a student-athlete. Under the umbrella of time management the curriculum will address effective time management using a planner, and note taking techniques. It is important for student-athletes to possess the skills to prioritize what they need to get done first and what comes second with such a hectic and busy schedule. Often time’s student-athletes may have to decide to miss out on some of the social aspects of being a college student to take the time they need to keep up with their school work during travel periods of their seasons.

Increasing student-athletes understanding on the importance of time management is a vital part on their road to academic success. Another helpful tool to ensuring student-athlete success is creating a sense of accountability. The fifth section of the curriculum deals with assignment tracking; this is crucial part to a student-athletes success because it allows both the student-athlete and coach to visually see the progress the student-athlete is making in a particular class. Having to write down scores and share them with coaches holds student-athletes accountable not only to their coaches but to themselves and the goals they have set for their level of academic achievement. Assignment tracking will include curriculum on class checks performed by the coaching staff, weekly academic meetings, and grade reports that will be handed out to student-athletes’ professors during the course of the academic semester.
In the past, student-athletes and coaches priorities have often solely focused on the student-athlete remaining academically eligible for practice and competition. The purpose was to be able to receive “good enough” grades to compete in their sport of play and no focus was put on the student-athletes’ academic success and future career options. Being that DII student-athletes are more than likely not going to continue their sport of play after graduation as a career, it is important that a focus be put on life after sports.

Research done by Lally & Kerr (2005) suggests that, “Investment in the student role identity may encourage the exploration of professional vocations linked to their academic programs” (p. 284). Section six of the curriculum consists of career planning for student-athletes so that they are not only focusing on getting the grades to compete in a collegiate sport while in school, but to excel in their academics and plan for their future career. It is important for coaches to encourage their student-athletes to think about life after graduation and how they can best prepare themselves for life after their career of being a student-athlete.

Significance of Project

Currently, there is no set systematic approach in place for coaches on how to properly provide academic support for their student-athletes at California State University, Chico. Many coaches have developed different handouts, worksheets, study halls, and meetings to help their student-athletes with their academics but there is no set curriculum for all coaches within the program to follow. What makes this project significant is that it is filling a need for DII coaches specifically those at California State University, Chico with a systematic approach to implementing and academic support
program for their team. The curriculum although tailored to California State University, Chico will be easily adaptable for other collegiate coaches especially those at similar DII schools.

Building a clear and focused curriculum for coaches to follow when providing academic support for their student-athletes will enable college coaches to effectively lead their student-athletes to reach their highest potential academically; it will help student-athletes to excel in their sport of play by reducing the amount of stress that academics can put on a student-athlete. There are many factors that contribute to a student-athlete’s academic success and this curriculum will break down six key sections to achieving that success; keys to eligibility, campus resources, goal setting, time management, assignment tracking, and campus resources. With the help of their coaches, student-athletes will be able to master the skills needed to excel in all six of these key components allowing them to become a successful student-athlete, because student comes before athlete.

Limitations of Project

The curriculum is designed for those coaches working at California State University, Chico but will be adaptable for similar DII college coaches. Campus resources listed in the curriculum will be unique to California State University, Chico but will give coaches on other college campuses an idea of what may be available for their student-athletes on their campuses. The changing of rules and bylaws from California State University, Chico and the NCAA in regards to DII will affect the section regarding eligibility making it crucial for all coaches using the curriculum to stay current on any
university academic changes as well as NCAA rule changes that can affect student-athletes eligibility.

Definition of Terms/Acronyms

**NCAA**

National Collegiate Athletic Association, based in Indianapolis, Indiana.

**DI**

Division I

**DII**

Division II

**GPA**

Grade Point Average

**Student-athlete**

A student-athlete is a student whose enrollment was solicited by a member of the athletics staff or other representative of athletics interests with a view toward the student’s ultimate participation in the intercollegiate athletics program. Any other student becomes a student-athlete only when the student reports for an intercollegiate squad that is under the jurisdiction of the athletics department, as specified in Constitution 3.2.4.4. A student is not deemed a student-athlete solely on the basis of prior high school athletics participation. (2013-2014 NCAA Division II Manual, p. 53)
CHAPTER II

LITERATURE REVIEW

Introduction

Being a former student-athlete and assistant softball coach at California State University, Chico I have had firsthand experience of the unique challenges that are faced when being a student-athlete. Looking in from the outside many people may view student-athletes as having it all, they get to play the sport they love while going to school and in some cases may be on scholarship. So what in the world could student-athletes have to worry about? The expectation that student-athletes are held to continues to rise every year, these expectation are not only rising on their field of play but in the classroom well. This increase in expectations in the classroom has been driven by the NCAA as stated by Storch and Ohlson (2009), “NCCAA policy changes in 2008 have resulted in an increase in the number and types of coursework required for incoming prospective freshman student athletes to matriculate to four-year institutions” (p. 76). Due to these growing expectations put on student-athletes for success both on and off the field, it would be expected that Universities increase their academic support for student-athletes. There has been an increase in academic support for student-athletes but often this is found at the Division I level where college coaches have a plethora of resources to turn to when seeking academic support for their student-athletes. This assistance with academic help is not always the case for Division II coaches who often times provide the structure
of an academic support program for their student-athletes themselves or assign the task to an assistant coach. What is currently lacking is not a coaches desire to help their student-athletes in regards to academics, but a curriculum for Division II coaches to follow if they are in need of providing an academic support program for their student-athletes.

Added Stress of Being a Student-Athlete

According to Broughton and Neyer (2001), “Unlike other college students, student-athletes face an additional set of complex demands, stresses, and challenges arising from their involvement in a competitive sport” (p. 47). Being a student-athlete can add a great deal of stress and challenges to a student’s normal daily life. Student-athletes are constantly juggling the many demands placed on by their sport of play, academics, social life, and often times jobs for those students competing at the Division II level. Parham (as cited in Broughton and Neyer, 2001), Identified six demands or challenges confronting college student-athletes:

. . . balancing athletic and academic endeavors; balancing social activities with the isolation of athletics pursuits; balancing athletic success or lack of success with maintenance of mental equilibrium; balancing physical health and injuries with the need to keep playing; balancing the demands of various relationships, including coaches, parents, family, and friends; and dealing with the termination of an athletic collegiate career. (p. 47)

Being a student-athlete on a collegiate campus means that people know who you are, they watch your games played on campus, follow the athletics teams in the newspaper, and/or keep track of their favorite teams and players via social media. This extra attention from competing in collegiate athletics adds stress to the life of a student-athlete. No matter where a student-athlete goes it is likely that someone will recognize them based on their popularity from their athletic involvement. “Unlike nonathletes,
student athletes must cope with public scrutiny and extensive time demands on top of regular class work” (Carodine, Almond, & Gratto, p. 19). Due to their notoriety from being on a collegiate athletic team, student-athletes are essentially always being watched no matter if they are downtown for lunch, shopping in the grocery store, or in the classroom. Although California State University, Chico is a Division II school student-athletes are very well known in town due to the fact that there are no other colleges or professional teams in close proximity, making the University’s sports team the teams to watch within the community. Members of the community know who the student-athletes are, making it very important that student-athletes are always representing their team and University in the proper manner. This can be an added stress to a student-athlete because it can feel as though they are always on stage because no matter where they are there is always someone watching.

Understanding the life of a college student-athlete is the most important factor in being able to properly help them become successful academically and in their sport of play. It is a key factor to first understand the struggles that these student-athletes are going through in their everyday lives before trying to set up an academic support program to help them. As a former student-athlete and Division II coach being able to draw from personal experiences has provided tremendous insight in development of the academic support curriculum.

When dealing with student-athlete academics the main point of emphasis is that student-athletes are students first with an added bonus of being an athlete, but this added bonus can come with its draw backs. As stated by Pope and Miller (1996), “The student-athlete faces the same sets of academic and social pressures as non-athletes, in
addition to the unique demands of participation in intercollegiate athletics” (p. 4). As a coach you want to do everything in your power to help student-athletes to excel in everything that they do, being able to create an easy to follow academic support curriculum for coaches will allow them to help their student-athletes reach their potential academically. No matter the previous achievement level of a student-athlete academically before they enter college it can be a difficult adjustment to balance playing a collegiate level sport while maintaining good academic standing. “Even in the case of an academically gifted student, the combination of academic and athletic requirements can cause incredible strain” (Carodine, Almond, & Gratto, p. 19).

Importance of Academic Support for Student-Athletes

Due to the added stress and challenges that student-athletes face during their collegiate careers, it is vital that they are provided with the proper academic support that they need to succeed in the classroom. Research by Ferrante and Etzel (2001) addressed it best when stating:

College student-athletes represent a special population on campuses across the nation. They are young people who lead stressful lives that are influenced by the unique demands placed upon them. Special services are needed to assist them to become well-adjusted, successful adults. (p. 1)

Knowing that this extra stress is a constant presence for student-athletes it is vital for coaches to understand and acknowledge that this is something that needs to be addressed. As a coach you are in a leadership role and need to do everything within your power to help your student-athletes succeed to become well rounded individuals, excelling in both academics and their sport of play. Providing an academic support program is the first step
in helping to allow student-athletes to succeed in the classroom. Academic pressures can be a large contributor to student-athlete stress levels, having a set curriculum for academic support will help coaches to reduce this stress that their student-athletes are facing.

In their study Lu, Hsu, Chan, Cheen, and Kao (2012), identified eight key components that contribute to the stress of student-athletes; sports injury, performance demand, coach relationship, training adaption, inter personal relationships, romantic relationships, family relationships, and academic requirements (p. 262). Having an academic support curriculum for coaches to follow will help to take away the stresses that stem from academic requirements that are enforced on student-athletes. The curriculum is geared towards Division II head coaches and assistant coaches who look to implement academic support curriculum therefore increasing their interaction with their student-athletes in regards to their academics. This increased interaction in an area besides sport specific activities will have a positive effect in reducing the levels of stress for student-athletes knowing that they can turn to their coaching staff for guidance when dealing with academic issues. As pointed out by Carodine, Almond, & Gratto (2001):

> Higher education institutions have realized their obligation to provide a supportive environment as soon as possible for student athletes to succeed. In recognition of the unique needs of student athletes, institutions have begun to enhance their support services programs. (p. 21)

Not only is it important for student-athletes to excel in the classroom so they stay on track to graduate, but with increasing rules coming from the NCAA student-athletes must work hard to maintain their eligibility to compete in their specific sport of play. The NCAA has devised a plethora of rules establishing on how a student-athlete
must remain academically eligible to compete in intercollegiate athletics. One example that was put in place years ago is that of Full-Time enrollment, Zing (1982), “the NCAA voted for the first time at its annual meeting in January 1981 to require athletes to complete a specific number of credit hours each term in order to remain eligible” (p. 285). Academic requirements can differ depending on the specific rules dealing with student-athletes eligibility for practice and/or competition. In regards to Full-Time Enrollment the ruling is as follows according to the 2013-2014 Division II NCAA Manual:

14.1.7.1 Requirement for Practice or Competition. To be eligible for practice or competition, a student-athlete shall be enrolled in at least a minimum full-time program of studies leading to a baccalaureate or equivalent degree as defined by the institution, which for purposes of this bylaw and its subsections shall not be less than 12-semester or -quarter hours, regardless of the institution’s definition of a minimum full-time program of studies. [D for practice only] (Adopted: 1/13/03 effective 8/1/03, Revised: 6/22/11 (p. 103)

Rules such as Full-Time enrollment that are mandated by the NCAA make it crucial for student-athletes to have proper support during their academic journey. Student-athletes require proper guidance in regards to their academics to assist them in making the right decisions to insure that they are able to remain in good academic standing with the University along with remaining athletically eligible to compete in intercollegiate athletics.

Support Programs for Student-Athletes

There are many different types of academic support outlets for students and student-athletes alike offered on college campuses. For example here at California State University, Chico academic advising is offered to students currently enrolled in classes.
Academic advising at California State University, Chico is located in the Student Services building open for all students and is a great starting point for student-athletes to seek academic help. Although academic advising is an excellent starting point and valued resource for academic support, student-athletes have a unique set of circumstances that the non-student athlete does not encounter so it is important for schools to have academic support programs designed specifically for student-athletes.

Student-athletes can be considered a population all their own because of the different challenges that they face compared to the non-student athlete who is not involved in intercollegiate athletics. Crities (as cited in Pope & Myron, 1999), “due to the realization of the complexity of needs of this population, administrators have developed special advising programs as they do for high-risk students, honor students, and returning adult students” (p. 6). Although not all schools have academic support programs specifically designed for the student-athlete population awareness of the need for such specified academic support is growing every year. Research shows more schools stepping up to support the student-athlete population in their quest to be just that, a student first and athlete second.

Smith and Herman (1996) “have been involved in building the Student-Athlete Academic Support Program (SAAP) at their DIII institution” (p. 3). Their program is based around one goal, that goal is that all of their student athletes upon graduation are prepared, including a sense of career path (Smith & Herman, 1996, p. 3). This goal is met through a number of different academic support categories within their SAAP. The program is made up of five different components according to Smith and Herman (1996):
1. the work of team ACs (academic coordinators)
2. a linkage with the college’s career-planning office
3. a thrice-weekly mandated study time for all first-semester SAs and all other SAs whose GPA is below a 2.30
4. a series of study-skills workshops for SAs
5. tutoring opportunities made available during times and in place that are convenient for SAs. (p. 3-4)

These five components show that having a successful academic support program is not a simple task. Helping student-athletes academically does not simply mean monitoring their study time but rather giving them the tools to make that study time beneficial. The fourth component listed within Smith and Herman’s program touches on a very important aspect of study-skills, providing their athletes with the opportunities to attend these study skills workshops helps their student-athletes to gain the skills they need to succeed in the classroom by becoming more effective with their time management.

Through support programs such as Smith and Herman’s SAAP, student-athletes are able to succeed in the classroom and are well prepared for their future career endeavors. Although academic support is a huge aspect in supporting student-athletes it is important to realize that just academic support may not always be enough. Due to student-athletes stressful schedules and extra demands it is important to understand that academic support alone is not the end all solution for all student-athletes. According to Broughton (2001), “It is clear, however, that providing only academic advising for the student athlete does not sufficiently meet the needs of the student athletes” (p. 4). Broughton (2001), recommends that a proper student-athlete support program includes more than just academic help, “A well planned counseling and support services program provides an environment to assist athletes academic, athletic, and personal achievements”
This well rounded approach to student-athlete support allows for the student-athlete population to reach their full potential as students, athletes, and individuals.

Most coaches at the Division II level implement some kind of academic support program for their student-athletes. Within the California State University, Chico athletics department each head coach has some kind of academic support program or form of academic tracking in place for the student-athletes on their team. For example with the men’s basketball team the assistant coach is put in charge of academic support for student-athletes with the head coach overseeing and addressing any concerns with student-athletes academics that may arise (Blake, personal communication, October, 2013).

Student-Athlete Keys to Eligibility

Admission

Being a student-athlete is just that, you are a student first and an athlete second. The NCAA has put rules into effect for all student-athletes in order to stress the importance of being a successful student in conjunction with being a collegiate athlete. NCAA rules regarding academics effect student-athletes once they arrive at college, but also apply during their admissions process to college universities. “NCAA members are motivated by the principle that participation in intercollegiate athletics is part of the higher education experience; student-athletes must be student first” (Hosick & Sproull, 2012).

During the admissions process to a Division II University prospective student-athletes are broken down into three categories of qualification status; qualifier, partial
qualifier, and nonqualifier. As stated in the 2013-2014 NCAA Division II Manual on section 14.02.10:

14.02.10.1 Qualifier. A qualifier is a student who, for purposes of determining eligibility for financial aid, practice and competition in Divisions I and II institutions, has met all of the following requirements (see Bylaw 14.3):
   (a) Graduation from high school;
   (b) Successful completion of a required core curriculum consisting of a minimum number of courses in specified subjects;
   (c) Specified minimum grade-point average in the core curriculum; and
   (d) Specified minimum SAT or ACT score.

14.02.10.2 Partial Qualifier. A partial qualifier is a student who does not meet the requirements for a qualifier but who, at the time of graduation from high school, presents one of the following academic requirements (see Bylaw 14.3): (Revised: 1/10/91 effective 8/1/91)
   (a) Successful completion of a required core curriculum consisting of a minimum number of courses and a specified minimum grade-point average in the core curriculum; or
   (b) Specified minimum SAT or ACT score.

14.02.10.3 Nonqualifier. A nonqualifier is a student who has not graduated from high school or who, at the time specified in the regulation (see Bylaw 14.3), presented neither the core-curriculum grade-point average and SAT/ACT score required for a qualifier. (p. 101)

The importance of entering college as a qualifier versus a partial or nonqualifier is that each circumstance directly affects a student-athlete’s eligibility in regards to practice, competition, and financial aid. Along with their eligibility when entering college, student-athletes are held to specific academic standards by the NCAA once they are an enrolled student-athlete at a certified NCAA university (see Table 1).

Remaining Eligible

Today, student-athletes are held to the same academic expectations as all students once they have been admitted as undergrads to a University with no special treatment in regards to them being an athlete on campus. This however is not always the
Table 1

*Initial Eligibility*

<table>
<thead>
<tr>
<th>Student-Athletes Eligibility</th>
<th>Qualifier</th>
<th>Partial Qualifier</th>
<th>Nonqualifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community events</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Competition</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes (only if run by strength coach or athletic trainer)</td>
</tr>
<tr>
<td>Conditioning</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes (when it is not athletic aid)</td>
</tr>
<tr>
<td>Financial aid</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Practice</td>
<td>Yes</td>
<td>Yes (on campus only)</td>
<td>No</td>
</tr>
<tr>
<td>Promotional activities</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Promotional materials</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Seating with team at institutional contest</td>
<td>Yes</td>
<td>Yes (home contest only) may not dress in uniform</td>
<td>No</td>
</tr>
<tr>
<td>Hosting prospective student-athlete</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Traveling with team</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Use of training-room</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Weight training</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes (only if run by strength coach or athletic trainer)</td>
</tr>
</tbody>
</table>

Source: Table data adapted from 2013-2014 NCAA Division II Manual (p. 134-135).
case during the admissions process, in some cases a student-athlete may be admitted to a school that they normally would not have been regularly admitted, but due to their athletic prowess an exception is made. There are many different cases of exceptions that have been made for student-athletes regarding admission requirements to a college university, some examples include missing a core class, insufficient GPA, insufficient index requirements, etc. (Shamblin, personal communication, October 2014). In a case such as the examples listed, the particular student-athlete admitted with any of these short comings academically now has added pressures because they are coming into a situation where they are already academically behind the general student population who were admitted to the University based solely on their academic achievements. Therefore providing student-athletes with proper academic support is vital to maintaining their eligibility as a student-athlete especially in the cases of those student-athletes who were admitted based on academic exceptions.

Remaining eligible

Once admitted into a University a student-athlete must remain in good academic standing which is defined by the 2013-2014 NCAA Division II Manual:

14.01.2.1 Good Academic Standing. To be eligible to represent an institution in intercollegiate athletics competition, a student-athlete shall be in good academic standing as determined by the academic authorities who determine the meaning of such phrases for all students of the institution, subject to controlling legislation of the conferences(s) or similar association of which the institution is a member. *(Revised:5/12/09) (p. 99)*

Student-athletes must meet all the requirements that their non-student athlete counterparts are held to along with NCAA specific requirements such as fulfillment of minimum grade-point-average and progress towards degree. Both of these examples are
requirements that are checked on by the athletic department’s compliance staff. At California State University, Chico the compliance coordinator Brian Ceccon is the only staff member hired specifically for tracking student-athlete academic eligibility. It is Brain’s job to monitor the eligibility of over 300 current student-athletes competing for California State University, Chico. With such a large number of student-athletes to monitor it is important for the coaches at California State University, Chico to have a good understanding of such requirements so they can help guide their student-athletes through their academic endeavors and remain eligible for their particular sport of play.

It is important for coaches and athletic administration to encourage student-athletes to take responsibility of their academics as stated by Anita Barker Director of Athletics at California State University, Chico in the Chico State Student-Athlete Handbook (2014-2015), “While the university provides many services to assist students with their academic progress, it is imperative that each student-athlete assumes personal responsibility for their academic success” (p. 16). Having student-athletes take responsibility of their academics can be a key to future success which is why goal setting and assignment tracking will be discussed later in this chapter as a way to motivate student-athletes in regards to their academic success.

Developing a curriculum for Division II college coaches to follow when providing academic support for their student-athletes will help coaches to track specific aspects of a student-athlete’s academic progress such as their Grade Point Average (GPA). A student-athletes GPA has a direct effect on their status with the University as well as with their eligibility as a student-athlete. With the NCAA implementing rules in regards to GPA it is important for coaches to know exactly what their student-athletes’
need to receive with respect to them remaining eligible to compete in their sport of play. A compliance coordinator such as Brian Ceccon at California State University, Chico is in charge of checking to make sure that all student-athletes comply with the NCAA rules in regulation to their GPA. Although it is the job of the compliance coordinator to check on such rulings it is important for a coach who is dealing with their student-athletes on a daily basis to understand the basics of student-athletes eligibility requirements. Thorough the understanding of these rules it will allow coaches to spot a possible problem within student-athletes academic eligibility early on and bring it to the attention of the compliance coordinator who then can direct the student-athlete in the specific requirements they must meet to remain eligible. The 2013-2014 NCAA Division II Manual requires a Fulfillment of Minimum Grade-Point-Average Requirements:

A student-athlete shall meet the “satisfactory completion” provision of this requirement by maintaining a grade-point average that places the individual in good academic standing, as established by the institution for all students who are at an equivalent stage of progress toward degree. To fulfill the “satisfactory completion” provision of this requirement, a student-athlete who first enters a Division II institution after the 1988-89 academic year must achieve the following cumulative minimum grade-point average (based on a maximum of 4.000) at the beginning of the fall term or at the beginning of any other regular term of that academic year, based on the student-athlete earning: (Adopted 1/14/89 effective 8/1/89, Revised: 1/12/04 effective 8/1/04, 1/9/06)

(a) 24-semester or 36-quarter hours: 1.8000;
(b) 48-semester or 72-quarter hours: 1.9000;
(c) 72-semester or 108-quarter hours: 2.000 and;
(d) 96-semester or 144-quarter hours: 2.000. (p. 123)

Progress towards degree is another key component to a student-athlete's academic eligibility in order to compete in intercollegiate athletics. Compliance coordinators are tasked with the job of tracking such progress to make sure that all
student-athletes comply with Progress-Towards-Degree Requirements as stated in the
2013-2014 NCAA Division II Manual:

14.4.1 Progress-Toward-Degree Requirements. To be eligible to represent an
institution in intercollegiate athletics competition, a student-athlete shall maintain
progress toward a baccalaureate or equivalent degree at that institution as
determined by the regulations of that institution. As a general requirement,
“progress toward degree” is to be interpreted at each member institution by the
academic authorities who determine the meaning of such phrases for all students,
subject to controlling legislation of the conference(s) or similar association of which
the institution is a member. (See Constitution 3.2.4.13 regarding the obligations of
members to publish their progress-towards-degree requirements for student-
athletes.) (Revised: 5/12/09) (p. 121)

It is important for student-athletes to be in constant communication with their coaches,
compliance coordinator, and academic advisor (major advisor once applicable) to ensure
they are meeting their progress towards degree. To further understand the Progress-
Towards-Degree requirements see Table 2 that has been adapted from the 2013-2014
NCAA Division II Manual.

Goal Setting

Student-athletes come to college with a drive to perform at the highest level in
their particular sport of play but often lack that same passion and motivation in regards to
their academics. Goal setting can provide a key factor in motivating student-athletes to
succeed academically as much as they desire to athletically. Student-athletes are naturally
competitive due to their athletic backgrounds; athletes are constantly in competition with
themselves, opposing players, and teammates which drives them to improve their skills.

Academic goal setting is a perfect motivator for coaches to help student-
athletes reach their full potential. Setting goals for their academics gives students
direction, stated by Newman (2012), “We set goals in schools for a simple reason-to
Table 2

*Progress-Toward-Degree Requirements*

<table>
<thead>
<tr>
<th>Start of Second Year Enrollment</th>
<th>Start of Third Year Enrollment</th>
<th>Start of Fourth Year Enrollment</th>
<th>Start of Fifth Year Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 units passed with 1.8 GPA</td>
<td>24 units passed with 1.9 GPA (towards designated major)</td>
<td>36 units passed with 2.0 GPA (towards designated major)</td>
<td>48 units passed with 2.0 GPA (towards designated major)</td>
</tr>
<tr>
<td>Student-athlete may be undeclared and/or declare major of choice.</td>
<td>Student-athlete must officially designate a major.</td>
<td>Maintain declared major (if changing consult with compliance officer before any changes are made)</td>
<td>Maintain declared major (if changing consult with compliance officer before any changes are made)</td>
</tr>
</tbody>
</table>

Source: Table data adapted from 2013-2014 NCAA Division II Manual (p.136).

know what we are trying to achieve, and to be explicitly clear about our path toward success” (p. 16). Allowing student-athletes to set academic goals provides them with a benchmark to strive for along with a level of achievement that they are able to hold themselves accountable too. The ability to be accountable for ones actions is imperative to a student-athletes success. The importance of accountability in conjunction with motivation is addressed by Gaston-Gayles (2004):

Programs and services should be designed to include ways to increase academic motivation, with the goal of improving academic performance. Programs can and should focus on building confidence in, spending more time on, and placing more effort on academic related tasks, as well as how to take responsibility for academic failures. (p. 82)
With the addition of goal setting to an academic support program for student-athletes it provides a target for them to reach academically, if this target is not reached then the student-athlete is able to look back and reflect on what kept them from attaining that target goal.

When setting academic goals it is important to start on a large scale and then narrow down goals to be more specific. Having individual student-athletes set goals is important but first a team goal must be in place, starting with an overall team goal allows for all players and coaches to become invested in one common objective that will not only help to inspire student-athletes to push themselves academically but unite the team under a common goal. “One consistent finding of academic research is that high expectations are the most reliable driver of high student achievement, even in students who do not have a history of successful achievement” (Lemov, D. 2012 p. 27).

Conclusion

Collegiate student-athletes are a population all their own that face a unique set challenges and obstacles when working towards receiving their degree while competing in their sport of play. At a Division II school such as California State University, Chico student-athletes are not likely to move on to the professional level in their sport of play upon leaving college so it is crucial for these student-athletes to excel academically and have a plan for their future after collegiate athletics. With reduced funding and staffing for student-athlete academic support it is crucial for the coaching staff members to take the initiative to implement an academic support program for their student-athletes to reach their full potential academically, graduate, and move on to future careers upon
graduating. Providing college coaches with an academic support curriculum geared towards student-athletes will allow coaches such as those at California State University, Chico and others within NCAA Division II Universities to help their student-athletes reach their full potential academically. The curriculum covers crucial area of keys to eligibility, campus resources, goal setting, time management, assignment tracking, and career planning.
CHAPTER III

METHODOLOGY

Introduction

This chapter describes how the academic support curriculum was created to help Division II college coaches; particularly those at California State University, Chico implement an academic support program for their student-athletes. Having gone through the experience of being both a student-athlete and coach at California State University, Chico I have encountered many of the issues that are addressed in the curriculum first hand both as a coach and student-athlete. The four main methods that were used to develop this project were field testing, student-athlete focus groups, interviews, and personal reading and research.

Field Testing

At the beginning of this project much of the information was coming from personal experience as an assistant softball coach at California State University, Chico and a previous student-athlete at the University along with two years spent at Division I San Diego State University as a student-athlete. Having started my career as a student-athlete at a Division I program to then move to a Division II, experiences in academic support provided specifically to the student-athletes varied drastically. As a coach at the Division II level it was important to help my student-athletes even though budgeting and
staffing may not be as prevalent as it was at the Division I level in regards to providing specific support for student-athlete academic achievement.

As the assistant softball coach at California State University, Chico it was part of the job to help with academic support for the student-athletes within our program. As a coach I was able to field test several aspects of the student-athlete academic support curriculum over the course of numerous semesters with several student-athletes. Every year coaching at California State University, Chico the head coach and staff would meet at the end of the school year and discuss areas that could be improved for our student-athletes both on and off the field of play. Academic success of student-athletes was always a top priority and something that was an area to improve on every year.

The ability to field test new ideas for building a curriculum for student-athlete academic support was vital in the developmental process of lesson planning. Observing how different approaches to aspects of the curriculum such as academic meetings played an important role in how each lesson plan was configured. For example the Weekly Academic Meeting Report that student-athletes are to fill out and provide to their coaching staff has gone through multiple changes to provide the most important feedback for the coaching staff and student-athlete to track their academic progress in the most efficient manner possible. Without field testing prior Weekly Academic Meeting Report forms there would have been no tangible factor to decide what to include and what to remove from the form.
Focus Groups

Field testing allowed for direct observation of strategies and lessons that could be included in the student-athlete academic support curriculum. Along with this field testing came focus groups of student-athletes who were able to provide their feedback of what they felt helped them academically and how other aspects could be improved, added, or left out. Having a coach who has gone through personal experiences similar to that of their student-athletes allows for student-athletes to relate to their coaching staff member and trust in their guidance since they have gone through the same experience. This ability for student-athletes to relate allowed for open and honest discussions regarding their feelings on how the coaching staff could best help them through their academic career while competing as a student-athlete.

The most common theme that student-athletes would discuss during focus groups was the ability to effectively manage their time and stay on top of all their responsibilities both in and outside of the classroom. Student-athletes at California State University, Chico are given a Student-Athlete Handbook containing rules and regulations in regards to student-athletes that also houses has a planner style calendar. The Student-Athlete Handbook is a great tool for student-athletes to use while trying to stay organized. When discussing the Student-Athlete Handbook with focus groups they shared they often did not know the best ways to utilize this tool that they were provided.

With discussions of managing time being a constant topic it was essential that the student-athlete support curriculum include time management skills. In discussing problems regarding time management with the focus groups it was apparent that time management had a direct link with accountability. Many student-athletes who were
unable to manage their time correctly where more than often the same student-athletes that struggled with holding themselves accountable when things went wrong in regards to their academics. This connection between poor time management and lack of accountability provided the focus in assignment tracking within the student-athlete academic support curriculum. When you ask college coaches what one of the most frustrating parts is when trying to help a student-athlete with their academics they will often tell you the student-athletes dishonesty when they are in academic trouble.

Interviews

The third method used in developing the student-athlete academic support curriculum was interviewing college coaches to find out what they were currently doing to help their student-athletes with academics and what they felt could help them improve the academic support they were currently providing. Over the course of this project over a dozen college coaches at the Division II level were spoke with and interviewed along with compliance coordinators and academic advisors. Being able to discuss what their programs currently provide to their student-athletes and what they felt where key components and lessons that would need to be in a comprehensive student-athlete academic support program for coaches to follow was essential in completing the curriculum.

The interviews with coaches proved to provide many of the same ideas that came from the student-athlete focus groups in respect to time management and accountability. Coaches stressed the need for an organized easy accessible way to track and stay on top of their student-athletes academic progress throughout a single semester
for each class their student-athletes’ are enrolled. With detailed student-athlete academic progress being such a high concern of coaches interviewed, it was clear that assignment tracking needed to be a main area of the curriculum. Along with assignment tracking being brought into the loop the coaches’ interviews showed a great need for coaches and student-athletes to know what was available to them on their own campuses.

During many of the interviews the lack of funding to employ staff specifically for the task of student-athlete academic support was discussed. Although it would be great for Division II schools to have the same budgets as large Division I schools this is something that is not going to change, but just because of lower budgeting it does not mean that there isn’t any academic help out there for Division II coaches and student-athletes. All interviews conducted were very open and honest, coaches were happy to discuss areas they needed help in when attempting to guide their student-athletes in regards to academics.

Campus resources became a key topic that was addressed once interviews began, questions were posed in relation to coaches and student-athletes awareness of what was offered on campus and if they were aware did they take advantage of it? Throughout the interviews a trend surfaced that even though coaches knew some of the help offered on their campuses they were not consistently encouraging and guiding student-athletes to take advantage of these resources. Most coaches were informing their student-athletes of the services offered but more than not it was a onetime conversation that was not regularly re-visited. Speaking with current coaches it became apparent that more needed to be done to have student-athletes take advantage of what was offered to
every student on campus and not just focus on what was specifically geared for student-athletes.

Being that student-athletes spend most of their time on their fields of play and with other student-athletes it became clear that they often did not take advantage of services offered to the entire student population. When interviewing Division DII college coaches they discussed how many of their student-athletes were unaware that their campus offered free tutoring for most general education (GE) classes and a writing center that would help students write papers for class assignments. Coaches were surprised of their student-athletes lack of knowledge because that specific topic was more than often discussed in the student-athlete welcome meeting. It is important for coaches to understand that mentioning what is offered one time in a meeting is not enough to get student-athletes to take advantage of their campus resources. Constant reminders of campus resources is imperative to a student-athletes success, at California State University, Chico campus resources available for all students can be found at the student service center and career center.

Speaking with advisors within the student service center and career center proved very beneficial. Student services has advisors who are specifically spending extra time working with the athletic department to see how they can help the student-athlete population with their needs being that they are a special community within the campus that face different issues than the non-student athlete population. Along with those specific advisors everyone within the student services department seemed eager to help student-athletes in any way that they could and they wanted to encourage coaches to send
their student-athletes to them if they were struggling or just needed simple academic questions answered.

The career center is another campus resource that is important for each and every student-athlete. When meeting with members of the career center many stories of student-athletes who have taken advantage of their services were discussed, but with those success stories there was also a clear need for more student-athletes to take advantage of the services offered. For our California State University, Chico softball team a yearly meeting would be scheduled at the career center to inform student-athletes of all that was offered at the career center and how to take advantage of those services. One student-athlete after a meeting scheduled a one on one with a career center counselor and worked with that counselor throughout her time as a student-athlete. Upon her senior year the career center was able to help her write her resume, prepare for job interviews and provided leads for jobs in her home town. With the help of the career center this student-athlete was able to get a job in her home town once she graduated, without the help of the career center the student-athlete may never have landed that job.

Personal Reading and Research

Many aspects of the curriculum where added due to different interactions with coaches, student-athletes, and on campus personnel. To support these findings it was important to conduct personal reading and research to find what had been studied in regards to the topics that came up during field testing, focus groups, and interviews. Research was found on different approaches to the implementation of student-athlete academic support but many of these academic support programs were designed for a
support staff to implement rather than a coach. The goal of the curriculum was to create an easy to follow systematic approach for coaches to implement academic support for their student-athletes. Although much of the research found referred to designated staff for academic support it was helpful to see what areas these support programs chose to focus on to help student-athletes succeed.

Goal setting was a topic that was often mentioned in academic support programs researched which was an area added into the curriculum for this project. Enable to create a successful curriculum it was important to not only research goal setting in direct correlation to student-athlete support programs but in the area of education and how teachers use goal setting to motivate their students. Being able to expand research into the field of education allowed for specific examples of goal setting that had been used in classrooms that proved to successfully motivate students in regards to academics. Along with specific information on goal setting expanding readings and research into the field of education allowed for proper writing of lesson plans to make up the academic support curriculum for student-athletes.

Conclusion

Through the methods of field testing, focus groups, interviews, and personal reading and research six main areas of curriculum were chosen; keys to eligibility, campus resources, goal setting, time management, assignment tracking, and career planning. Field testing and student-athlete focus groups allowed for refinement of curriculum while interviews provided an insight into what coaches were currently doing and what areas of curriculum were needed to guide them further. Interviews with coaches
and compliance coordinators showed a clear need for sections on keys to eligibility and campus resources. After completing many hours of field testing, focus groups, and interviews it was important to focus on personal reading and research. Through the research the area of goal setting was added along with confirmation of the importance of time management and assignment tracking for student-athlete success.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions

Reaching the collegiate level of play is a dream becoming a reality for many of today’s college student-athletes. Growing up athletes of all sports both male and female talk about where they see their athletic careers going and set goals to what they want to achieve within their sport of play. Often times there is talk of professional play, but more and more athletes are looking into where they want to play in college. The idea of competing in college athletics is the ultimate goal in the case most female athletes since there is not a large of a platform to “go pro” as there can be for male athletes. With the majority of student-athletes going into the job world upon the completion of their athletic careers it is important for coaches to stress academic success.

College coaches spend countless hours of time with their student-athletes, the opinion of a coach means a great deal to a student-athlete because of the amount of time and influence they have on their athletics career which is such a large part of the student-athletes life. Providing academic encouragement and guidance to student-athletes demonstrates the importance and support that coaches are willing to provide to their student-athletes. When a student-athlete feels that a coach is invested in their academic success it helps to motivate that student-athlete to push themselves to their full academic
potential. It is important for coaches to provide praise to their student-athletes when they are showing growth and success in the classroom just as a coach would encourage improvement in areas of athletic performance. The question then becomes how as a coach do you best help your student-athletes in regards to their academics? The curriculum developed from this project is made to do just that, provide coaches with the tools to implement proper academic support for their student-athletes.

Research for this project focused on the importance and implementation of academic support for student-athletes. Three major areas of investigation for this project were materials available for coaches to follow when directing their own academic support for their programs, what current Division II coaches were doing in regards to student-athlete academic support, and what areas were most important to include when building a successful student-athlete academic support program for Division II college coaches. Through research of academic support there was a lack in developed programs for Division II coaches to use in providing assistance to their student-athletes. Due to the lack of curriculum for coaches to follow easy when implementing student-athlete academic support it was clear to use my research to build such an academic support curriculum for Division II coaches to use to provide proper academic support for their student-athletes.

One key concept being taken away from the research is that to truly build a successful academic support curriculum for coaches to implement it must be more than just simply focusing on student-athletes staying eligible for their sport of play. A truly successful curriculum should help the student-athlete with all areas of their academic progression through their career as a student-athlete. Enable to provide complete
academic support for student-athletes the curriculum developed for this project focused on keys to eligibility, campus resources, goal setting, time management, assignment tracking, and career planning.

Through interviews it was found that many coaches at California State University, Chico were implementing some sort of academic support for their student-athletes but there was no set curriculum in place for the coaches to follow. Although coaches within the department all share ideas with one another there was no sense of a uniformed approach to academic support from one team to another. Coaches had different ways they were approaching academic support for their student-athletes. Having an established curriculum to follow would allow coaches of the California State University, Chico’s Athletic Department help one another while presenting the curriculum to their teams, along with giving them the capability of presenting lessons to multiple teams at a time. Having an established academic support curriculum for student-athletes that could be used department wide by all coaches would help to show an athletic department’s dedication to academic success. This dedication to student-athlete success in the classroom could be used as a selling point when recruiting future student-athletes.

During research a wealth of information regarding student-athlete academic support programs were found, but most support programs found were run by athletics staff members or advising services who were hired specifically to focus on student-athlete academic support. Division II schools such as California State University, Chico do not have the staffing numbers available for administration or advising services staff academic support programs specifically for student-athletes. With the lack of staffing for
Division II schools it was essential to develop this curriculum in a way that a team’s coaching staff would be able to implement the curriculum themselves.

Recommendations

The ability to field test aspects of the curriculum and conduct focus groups with student-athletes to see what was most effective proved to be instrumental in developing the curriculum. A recommendation for future researchers would be to study a coach and/or coaching staff following the curriculum and have student-athletes review the curriculum at the end of the year using the yearly update within the curriculum. It would also be important for the researcher to establish a method in tracking success of the curriculum that was not dependent on student-athlete feedback but rather statistical analysis.

When developing the curriculum the California State University, Chico softball team was targeted to see how this curriculum could directly benefit their program, but it was important that the curriculum could be used for any team within the athletics department. A recommendation to future practitioners would be to have an entire athletic department staff implement the curriculum to promote academic success among student-athletes. Having the entire coaching staff implementing the same curriculum would allow for teams to collaborate with one another when providing academic support to their student-athletes allowing all coaching staff members to be on the same page. This recommendation comes from findings during interviews that showed coaches within the same departments using different techniques and implementation styles for academic support rather than the entire coaching staff working as one.
Having the curriculum as a mandatory part of each coaching staff’s duties would allow the athletic department to make a clear statement on their stance for academic success. With all teams completing the same curriculum it allows for athletic departments to hold meetings for all new student-athletes to introduce parts of the curriculum dividing out lesson plan instruction between coaches rather than each coach individually presenting every lesson to their individual team. Along with the division of lesson plan instruction the athletic department should address the curriculum during athletic department meetings where all coaches are present to provide coaches with the proper knowledge and tools to effectively present each lesson plan within the curriculum.

During the personal reading and research during this project it was clear that student-athletes are a very unique group that requires specific support due to their lives as an athlete on a college campus. The academic support curriculum is a great start but with the complex lives of student-athletes it would be encouraged that more areas of support to be added to the curriculum. One major area that would be beneficial for student-athletes to receive guidance and support in would be that of health and wellness. An addition of health and wellness curriculum could tackle such subjects as eating and body issues, alcohol and drug abuse, dealing with stress and anxiety, self-esteem issues, etc. For future researchers recommendation would be to study these issues facing the student-athlete population and develop a section of curriculum to add that addresses these particular issues related to health and wellness.

Many student-athletes who play at the community college level are looking to transfer to four year institutions. When transferring to a four year institution it is vital that the student-athletes meet all NCAA rules for transfer students. Having a curriculum in
place for community college coaches to track their student-athletes academics would play a key role in helping them to transfer on to the next level of play at a four year university. A recommendation for future researchers would be to study transfer rules in order to adapt and add to the curriculum in the area of keys to eligibility providing community college coaches the tools to not only implement academic support for their student-athletes, but to help them prepare to transfer to four year universities. This recommendation comes from interviews with four year university coaches who stressed the struggles of being able to admit community college transfers to their universities. Often community college student-athletes looking to transfer had not completed the correct course work to be eligible to transfer due to lack of proper academic guidance at their community colleges.
REFERENCES


doi: 10.1002/ss.4


doi: 10.1080/1091367X.2012.693371


ACADEMIC SUPPORT FOR STUDENT-ATHLETES

A CURRICULUM FOR THE DIVISION II COACH

CALIFORNIA STATE UNIVERSITY, CHICO
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>53</td>
</tr>
<tr>
<td>‘Coach’s Binder’ Set Up</td>
<td>54</td>
</tr>
<tr>
<td>Student-Athlete Academic Eligibility</td>
<td>55</td>
</tr>
<tr>
<td>Time Management</td>
<td>66</td>
</tr>
<tr>
<td>Using a Student-Athlete Handbook (Planner)</td>
<td>72</td>
</tr>
<tr>
<td>Note Taking</td>
<td>76</td>
</tr>
<tr>
<td>Weekly Academic Meetings</td>
<td>84</td>
</tr>
<tr>
<td>Progress Reports</td>
<td>89</td>
</tr>
<tr>
<td>Beginning Path to a Career</td>
<td>94</td>
</tr>
<tr>
<td>Yearly Wrap Up</td>
<td>98</td>
</tr>
<tr>
<td>Student-Athlete Evaluation of Academic Support Curriculum</td>
<td>99</td>
</tr>
</tbody>
</table>
INTRODUCTION

This student-athlete academic support curriculum has been designed with the Division II college coach in mind. The curriculum will cover keys to eligibility, campus resources, goal setting, time management, assignment tracking, and career planning. Division II schools often have less personnel dedicated specifically to academic support for student-athletes which can lead to coaches taking over the role as leader in implementing an academic support program for their student-athletes.

The academic support curriculum will allow college coaches the ability to properly track their student-athletes progress over the course of the school year as well as provide their student-athletes with lessons to help be successful in the classroom. Coaches will not only be able to follow the curriculum to help provide the student-athletes with progress academically but it will also provide coaches with important information to follow to help enable their athletes eligibility and properly point their student-athletes to campus resources that are available.

College coaches should feel free to adapt any part of the curriculum to better fit their particular team. The section on campus resources is specific to California State University, Chico but will give college coaches at other Universities an example of what may be available to them and their student-athletes at their particular campus.

One aspect that can be adapted based on the preference of a coach is what student-athletes will be taken through the academic support curriculum. It would be recommended that all new student-athletes both freshman and transfers go through the curriculum. For those student-athletes who have been through the curriculum before whose semester GPA drops below a 2.5 it is recommended that they go through the
weekly academic meetings and repeat any of the lessons that the coaching staff feel need review.

‘COACH’S BINDER’ SET UP

Overview:
The ‘Coach’s Binder’ is where all papers will be filed during the course of the semester and school year from the academic support curriculum. The binder will allow the coaching staff to quickly reference any reports or handouts regarding their student-athletes academic progress. It will also provide as a reference for student-athletes to use to check their academic progress throughout the semester.

Materials:
Large three ring binder

Tab dividers (enough to have one section for each student-athlete who will be completing the student-athlete academic support curriculum.

Set Up:
Label tab dividers with the names of the student-athletes who will be completing the student-athlete support curriculum.
STUDENT-ATHLETE ACADEMIC ELIGIBILITY

KEY POINTS

GPA Requirement:

Student-athletes at California State University, Chico are expected to maintain good academic standing which requires a cumulative GPA of 2.0 or higher.

14.4.3.2 Fulfillment of Minimum Grade-Point-Average Requirements. A student-athlete shall meet the “satisfactory completion” provision of this requirement by maintaining a grade-point average that places the individual in good academic standing, as established by the institution for all students who are at an equivalent stage of progress toward a degree. To fulfill the “satisfactory completion” provision of this requirement, a student-athlete who first enters a Division II institution after the 1988-89 academic year must achieve the following cumulative minimum grade-point average (based on a maximum of 4.000) at the beginning of the fall term or at the beginning of any other regular term of that academic year, based on the student-athlete earning: (Adopted: 1/14/89 effective 8/1/89, Revised: 1/12/04 effective 8/1/04, 1/9/06)

(a) 24-semester or 36-quarter hours: 1.800;
(b) 48-semester or 72-quarter hours: 1.900;
(c) 72-semester or 108-quarter hours: 2.000; and
(d) 96-semester or 144-quarter hours: 2.000.

14.4.3.2.1 Calculation of Grade-Point Average

(NCAA DII MANUAL 2013-2014, p. 123)
Units Enrolled:

Student athletes MUST be enrolled in 12 units each semester to be eligible for competition. Although only 12 units are required it is recommended that student athletes enroll in a minimum of 15 units per semester.

14.1.7 Full-Time Enrollment.

14.1.7.1 Requirement for Practice or Competition. To be eligible for practice or competition, a student-athlete shall be enrolled in at least a minimum full-time program of studies leading to a baccalaureate or equivalent degree as defined by the institution, which for purposes of this bylaw and its subsections shall not be less than 12-semester or -quarter hours, regardless of the institution’s definition of a minimum full-time program of studies. [D for practice only] (Adopted: 1/13/03 effective 8/1/03, Revised: 6/22/11)

(NCAA DII MANUAL 2013-2014, p. 103)

Units Passed:

Student-athletes are required by NCAA ruling to meet a minimum progress towards degree beginning their 5th semester of school.

Progress Towards Degree:

14.4.3.1.5 Designation of Degree Program. A student-athlete shall designate a program of studies leading toward a specific baccalaureate degree at the certifying institution by the beginning of the third year of enrollment (fifth semester or seventh quarter) and thereafter shall make progress toward that specific degree. This provision shall be applicable to the eligibility not only of a continuing student, but also of a transfer student from a four-year or two-year collegiate
institutions who is entering his or her third year of collegiate enrollment, even if
the student has not yet completed an academic year in residence or used a season
of eligibility in a sport at the certifying institution. Designation of a specific
baccalaureate degree program may be accomplished by: [D] (Revised: 6/22/11)

(a) Formal enrollment by the student-athlete in a specific baccalaureate
degree program; or

(b) Approval by an appropriate academic official (who must not be an
academic adviser/counselor employed by the athletics department) of the
program leading to the specific baccalaureate degree that the student-athlete
is pursuing. (NCAA DII MANUAL 2013-2014, p. 122)

**Progress-Toward-Degree Requirements**

<table>
<thead>
<tr>
<th>Start of Second Year Enrollment</th>
<th>Start of Third Year Enrollment</th>
<th>Start of Fourth Year Enrollment</th>
<th>Start of Fifth Year Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Units Passed Per Semester.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 units passed with 1.8 GPA</td>
<td>24 units passed with 1.9 GPA (towards designated major)</td>
<td>36 units passed with 2.0 GPA (towards designated major)</td>
<td>48 units passed with 2.0 GPA (towards designated major)</td>
</tr>
<tr>
<td>Student-athlete may be</td>
<td>Student-athlete must officially designate a major.</td>
<td>Maintain declared major (if changing consult with compliance officer before any changes are made)</td>
<td>Maintain declared major (if changing consult with compliance officer before any changes are made)</td>
</tr>
<tr>
<td>undeclared and/or declare</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>major of choice.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Table data adapted from 2013-2014 NCAA Division II Manual (p.136).
CAMPUS RESOURCES: CALIFORNIA STATE UNIVERSITY, CHICO

Student Learning Center

Student Service Center, Room 340

530-898-6839

Monday - Thursday 9:00am - 5:30pm
Friday 9:00am - 2:30pm

What does the Student Learning Center offer?

☐ Free tutoring (make sure to set up tutoring early because slots fill up quickly)

☐ Study skill workshops (topics areas such as reading strategies, reducing test anxiety, preparing for finals, etc.)

☐ Writing tutors (appointments can be scheduled in person at the Student Learning Center or by phone)

Academic Advising

Student Services Center Room 220

530-898-5712

Office hours: Monday - Friday 8:00am - 5:00pm
Drop-In Advising Appointment Hours: 9:00am - 3:00pm

http://www.csuchico.edu/aap/index.shtml

Mission Statement of Academic Advising

The mission of Academic Advising Programs at California State University, Chico is to provide an integrated array of effective academic advising services as well as resources and planning tools for students.
This integrated program will assist undergraduate and certain postgraduate students to make a successful transition to, and establish their place in, university life; to take responsibility for learning how to set academic, career, and personal goals, and the strategies for achieving them; and to graduate in a timely manner, successfully meeting all requirements. Integral to our mission is providing our staff with the training needed to adapt readily to the changing environment of our university workplace and the advising profession.

The unit’s primary activities are established in order to fulfill this mission, which is central to the University’s Strategic Priority #1: "Believing in the primacy of student learning, we will continue to develop high-quality learning environments both inside and outside of the classroom."


**Student-Athlete helpful contacts:**

- Brian Ceccon  Compliance Coordinator  bceccon@csuchico.edu
- Jason Stapleton  Academic Advisor  jb stapleton@csuchico.edu
- Dami Hammer  Academic Advisor  dhammer1@csuchico.edu
ACADEMIC GOALS

Overview:
Academic goal setting is a way for student-athletes and coaches to establish an understanding of what is expected academically for the upcoming semester. Student-athletes will meet with a member of the coaching staff and set a target GPA that they will strive to achieve during the semester. Additional goals will be set to help student-athletes attain their target GPA.

Rationale:
Once a student-athlete has set a target GPA it will motivate them because they will have a specific outcome to achieve. Having student-athletes set their own target GPA as well as additional goals will allow the student-athletes and coaches to monitor academic accountability.

Objective:
Student-athletes will set an academic goal for the GPA they want to receive in their current semester.
Student-athletes will set additional goals of their choice that will help them in attaining their GPA goal.

Materials:
Copy of Academic Goals sheet for each student-athlete
Pen or Pencil
Previous semester GPA goal sheet for review (if applicable)
‘Coach’s Binder’
Procedure:

1. Make copies of academic goal sheet so each student-athlete will have one to fill out to be kept in the coach’s binder.

2. Coordinate times to help each student-athlete fill out their goal sheet individually.

3. Discuss class schedule difficulty with student-athlete to help them set a motivating but attainable goal for their semester GPA.

4. Have student-athletes fill out the additional goals section with goals that will help them to attain their overall GPA goal. Goals can include aspects such as time management, study groups, tutoring, test performance, etc.

5. Keep each student-athletes’ academic goals sheet in the coach’s binder to reference when needed during the semester and for review at the completion of the semester.

Assessment:

Periodically throughout the semester review goals with student-athletes and make any adjustments to additional goals section if needed. At the end of the semester individually meet with each student-athlete to compare their target GPA and the GPA they received.
ACADEMIC GOALS

Last Semester GPA: ____________________________

Goal GPA: ____________________________

GPA Received: ____________________________

CHICO STATE
SOFTBALL

Athlete Name: ________________

Additional Goals:

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
STUDENT-ATHLETE CLASS SCHEDULE

Overview:
A coaching staff member will provide student-athletes with a class schedule template to complete that includes the day, time, location, and name of all classes that they are enrolled in. Once completed student-athletes will turn schedules into the coaching staff who will file them in the ‘Coach’s Binder’ for future reference.

Rationale:
The coaching staff and student-athlete need to be in constant communication regarding the student-athletes academic progress. Having the student-athletes fill out a class schedule will allow for the coaching staff to have quick easy access to each student-athletes schedule. This access is important for the coaching staff to properly monitor and mentor the student-athlete with their academics during weekly academic meetings and class checks.

Objectives:
Student-athletes will list all classes that they are currently enrolled in on the class schedule template.
Coaching staff member will file class schedules in ‘Coach’s Binder’ to use for future academic meetings.

Materials:
Class schedule template
Student-athlete access to their class schedule
Pens or pencils
‘Coach’s Binder’ for completed schedules
Procedures:

1. Make copies of student-athlete class schedule template to be completed by student-athletes and filed in ‘Coach’s Binder’.

2. Schedule meeting time with student-athletes and have them bring in class schedule or an electronic device to allow them to access class schedules online.

3. Have student-athletes fill out student-athlete class schedule template.

4. Go over classroom check policies and procedures with student-athletes.
   - This will vary based on coaches desires (example; class checks will be done three times a month randomly, student-athletes who are found to be missing class without an excused reason for absence will be suspended from the next game of play)

Assessment:

During weekly academic meetings check in with student-athlete to make sure schedule is still up to date. Coaches are to use schedules to perform random class checks (you can do these at the start of class to make sure they are getting there on time or at the conclusion to make sure they are staying the duration of the entire class time) to make sure student-athletes are attending on classes on time.
CLASS SCHEDULE TEMPLATE

<table>
<thead>
<tr>
<th>Student-Athlete Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASS</th>
<th>TIME</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MONDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TUESDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEDNESDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THURSDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ONLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
TIME MANAGEMENT

Overview:
Student-athletes being taken through the academic curriculum will discuss issues regarding time management. Each student-athlete will analyze their current time management skills and use the tools in this lesson to improve them.

Objective:
Student-athletes will be able to demonstrate responsible time management by correctly completing the second round of Keeping Track of Time handout.

Materials:
Keeping Track of Time handout
Effective Time Management handout
Pens or Pencils

Procedure:
1. Provide student-athletes with Keeping Track of Time handout (round 1) to fill out and bring back to a scheduled meeting time for review as a group.
2. At the scheduled meeting time handout and read through Effective Time Management handout. Discuss prompts within handout addressing issues within student-athletes’ time management. Have student-athletes identify issues they see within their current time management.
3. Have student-athletes complete a new Keeping Track of Time handout (round 2) after reviewing their previous ones and discussing the importance of time management as a group to better use their time.
Assessment:

Student-athletes show an understanding of effective time management when filling out a new Keeping Track of Time handout. This understanding can be shown by how they prioritize their time; the majority of their time should be dedicated to school and their sport of play.
EFFECTIVE TIME MANAGEMENT

Effective time management is a major contributor to any students' academic success but is a vital key for the academic success of a student-athlete. A student-athlete dedicates hours upon hours of time to their sport of play for activities such as field practices, conditioning, strength training, team meetings, etc. With the busy schedule of a student-athlete it is imperative to be able to manage time correctly; those student-athletes that master this skill achieve the best results not only in the classroom but on the field of play as well.

In order to use their time effectively student-athletes must have an understanding of why they are doing something, what they are doing it for, and the priority level of what they are doing? Being able to answer these questions will help student-athletes to effectively manage the busy life of being a student-athlete.

Discuss the following questions with teammates and coach/coaches while filling out the “Reason for Doing” and “Priority Level” column on your Keeping Track of Time handout.

Why are you doing something? What are you doing it for? What is the priority level of what you are doing?

With all of the columns filled out examine which activities you are spending the most time on and see how they correlate with your priority level column. Those activities with the largest dedication of time should be the top rated in regards to priority level. Look for any disconnects between the amount of hours spent on an activity and the priority level, discuss ways to change that pattern.
With the knowledge you have gained from this activity take a new Keeping Track of Time handout to complete with your new time management skills you have learned to get the most of our your time!
### KEEPING TRACK OF TIME: ROUND 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 A.M.</td>
<td></td>
</tr>
<tr>
<td>8:00 A.M.</td>
<td></td>
</tr>
<tr>
<td>8:30 A.M.</td>
<td></td>
</tr>
<tr>
<td>9:00 A.M.</td>
<td></td>
</tr>
<tr>
<td>9:30 A.M.</td>
<td></td>
</tr>
<tr>
<td>10:00 A.M.</td>
<td></td>
</tr>
<tr>
<td>10:30 A.M.</td>
<td></td>
</tr>
<tr>
<td>11:00 A.M.</td>
<td></td>
</tr>
<tr>
<td>11:30 A.M.</td>
<td></td>
</tr>
<tr>
<td>12:00 P.M.</td>
<td></td>
</tr>
<tr>
<td>12:30 P.M.</td>
<td></td>
</tr>
<tr>
<td>1:00 P.M.</td>
<td></td>
</tr>
<tr>
<td>1:30 P.M.</td>
<td></td>
</tr>
<tr>
<td>2:00 P.M.</td>
<td></td>
</tr>
<tr>
<td>2:30 P.M.</td>
<td></td>
</tr>
<tr>
<td>3:00 P.M.</td>
<td></td>
</tr>
<tr>
<td>5:00 P.M.</td>
<td></td>
</tr>
<tr>
<td>5:30 P.M.</td>
<td></td>
</tr>
<tr>
<td>6:00 P.M.</td>
<td></td>
</tr>
<tr>
<td>6:30 P.M.</td>
<td></td>
</tr>
<tr>
<td>7:00 P.M.</td>
<td></td>
</tr>
<tr>
<td>7:30 P.M.</td>
<td></td>
</tr>
<tr>
<td>8:00 P.M.</td>
<td></td>
</tr>
<tr>
<td>8:30 P.M.</td>
<td></td>
</tr>
<tr>
<td>9:00 P.M.</td>
<td></td>
</tr>
<tr>
<td>9:30 P.M.</td>
<td></td>
</tr>
<tr>
<td>10:00 P.M.</td>
<td></td>
</tr>
</tbody>
</table>

*Only fill out activity column, others will be discussed and completed at next meeting.*
### KEEPING TRACK OF TIME: ROUND 2

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Activity</th>
<th>Reason for Doing</th>
<th>Priority Level</th>
<th>Time of Day</th>
<th>Activity</th>
<th>Reason for Doing</th>
<th>Priority Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00 A.M.</td>
<td></td>
<td></td>
<td></td>
<td>3:30 P.M.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:30 A.M.</td>
<td></td>
<td></td>
<td></td>
<td>4:00 P.M.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00 A.M.</td>
<td></td>
<td></td>
<td></td>
<td>4:30 P.M.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30 A.M.</td>
<td></td>
<td></td>
<td></td>
<td>5:00 P.M.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 A.M.</td>
<td></td>
<td></td>
<td></td>
<td>5:30 P.M.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 A.M.</td>
<td></td>
<td></td>
<td></td>
<td>6:00 P.M.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 A.M.</td>
<td></td>
<td></td>
<td></td>
<td>6:30 P.M.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 A.M.</td>
<td></td>
<td></td>
<td></td>
<td>7:00 P.M.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 A.M.</td>
<td></td>
<td></td>
<td></td>
<td>7:30 P.M.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30 A.M.</td>
<td></td>
<td></td>
<td></td>
<td>8:00 P.M.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 A.M.</td>
<td></td>
<td></td>
<td></td>
<td>8:30 P.M.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30 A.M.</td>
<td></td>
<td></td>
<td></td>
<td>9:00 P.M.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00 P.M.</td>
<td></td>
<td></td>
<td></td>
<td>9:30 P.M.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30 P.M.</td>
<td></td>
<td></td>
<td></td>
<td>10:00 P.M.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 P.M.</td>
<td></td>
<td></td>
<td></td>
<td>10:30 P.M.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30 P.M.</td>
<td></td>
<td></td>
<td></td>
<td>11:00 P.M.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 P.M.</td>
<td></td>
<td></td>
<td></td>
<td>11:30 P.M.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30 P.M.</td>
<td></td>
<td></td>
<td></td>
<td>12:00 A.M.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00 P.M.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*ATHLETE NAME:*
Overview:

Student-athletes will learn to properly use their Student-Athlete handbook (handed out by athletic department at California State University, Chico) or a planner approved by the coaching staff to further their improvement of time management. Student-athletes will be able to apply those skills learned in the time management lesson by writing their athletic schedule along with their school assignments, quizzes, test dates etc. to manage study and social time effectively.

Rationale:

This lesson plan addresses the student-athletes ability to balance their time effectively between athletics, work (if applicable), academics and social life. The ability to plan out time properly is a key factor for the success of a student-athlete being able to show self-discipline and regulation by spending their time wisely allowing them to succeed on the field of play as well as in the classroom.

Objectives:

Student-athletes will apply and demonstrate knowledge learned from the previous time management lesson by writing out their schedule for the current month in their student-athlete handbook.

Student-athletes will analyze and evaluate their schedules once written into their student-athlete handbook and color code events by importance or type of event.

Differentiated Instruction:

Once a student-athlete has completed a month of using their student-athlete handbook successfully, explore the possibility of an electronic schedule if this is a more desirable
for the student-athlete. If the student-athlete has access to the proper equipment, allow complete their scheduling using their phone or computer.

**Materials:**

Student-Athlete handbook

Pen or pencil

Syllabi for all classes student-athlete is enrolled in (remind student-athletes to bring this the day before meeting)

Highlighters of multiple colors

Flag post it notes

Game and practice schedule (coaching staff member to have this printed out or up on smart board for lesson)

**Procedure:**

Intro/Anticipatory set:

Show visual of coaching staff member’s weekly planner, explain reasoning of how things are listed and coded. Give specific examples of why it is important to have everything in your planner, for example a time you would have forgotten something but checked your planner and it reminded you.

**Activity Sequence:**

1. Display athletic schedule for the upcoming month including practices, games, and any other team meetings or activities. This is to be written in the monthly section of their student-athlete handbook and may also be written in weekly sections as student-athletes desires.
2. Have student-athletes write down all test, quiz, and project dates in the monthly and weekly section of the student-athlete handbook.

3. Next have them write down all assignment due dates in the weekly section of the student-athlete handbook.

4. Open up a discussion on what else could be important to include in their student-athlete handbook. Your goal is to try to get the student-athletes to come up with the answers, such as; homework/study time, family obligations, social events, birthdays, sign up deadlines, fee due dates, holidays, bill due dates, etc. Write examples students give up on the white board and allow student-athletes to fill in any other information they feel is important.

5. Once student-athletes have finished writing all things in their planner discuss color coding their information according to the type of event or importance level. Allow the student-athletes to color code their student-athlete handbook how they best see fit. Some student-athletes may prefer different was of organization. It is important to allow student-athletes to use what makes most sense to them.

**Assessment:**

Student-athletes will demonstrate proper use of their student-athlete handbook by entering all athletic related dates along with all academic assignments and test dates for the upcoming month. Coaching staff member will look over student-athletes planner before they are dismissed from the lesson and have student-athlete describe the reasoning behind the color coding they decided to use.

To further evaluate student-athletes comprehension of the lesson, have them fill out their following month of student-athlete handbook on their own and review at one of their
weekly academic meetings for completion. Discuss with student-athletes any changes they made to how they entered the information in their planner and why they made those particular changes.
NOTE TAKING

Overview:

Note taking can be a key factor to a student-athlete's success, proper note taking provides the student-athlete with the correct information to review and study. Proper note taking skills will allow them to receive passing grades on assignment, quizzes, tests, and projects. This lesson will identify specific skills to proper note taking as well as different styles that can be used based on student-athlete's learning styles and organizational preferences.

Rationale:

With the busy schedule of a student-athlete the ability to take detailed and organized notes allows student-athletes to keep up on their studies especially while on the road traveling for their sport of play. Having detailed accurate notes can help a student-athlete to balance their time between their academic, sport, and social life.

Objectives:

Student-athletes will evaluate and distinguish a style of note taking that best fits their learning style and organization preference.

Student-athletes will demonstrate knowledge of the keys to proper note taking by reviewing their notes from class during their weekly academic meeting.

Materials:

Note taking basics handout

Procedure:

1. Provide student-athletes with a copy of the note taking basics handout.
2. Have student-athletes take turns reading aloud to the group while opening up discussion for any questions that may arise while reading through the handout.

3. Once student-athletes have gone through the handout and all questions have been answered let them know that they will be expected to share their class notes at their net weekly academic meeting.

**Assessment:**

During weekly academic meetings following the note taking lesson have student-athlete present their class notes and explain the style of note taking they chose and why. Student-athletes should be able to identify the style of note taking and justify the reasoning they feel that style best fits their personal learning style.
NOTE TAKING BASICS

Why is note taking important?

- Keeps you engaged and on task during class time
- Provides you with material to study for quizzes and exams
- Allows you to review after class to see if there were any items you needed explained in further detail

These note taking strategies will help you to take better notes (Education Corner, Study Skills Guide)

- **Make clear and accurate notes**

  Make sure to take legible and accurate notes since it is not uncommon to forget key details discussed in class after it has ended. Frequently, students comprehend the teacher's lecture, so they'll neglect to jot down specific details only to forget them later. Students who keep accurate notes can review them later to fully grasp key concepts during personal study time. Additionally, since during classroom lectures teachers frequently cover many topics, effective notes enable students to concentrate on specific topics.

- **Come to class prepared**

  Students properly prepared for classes usually take better notes. Proper preparation includes completing assigned reading prior to class and reviewing notes from previous lectures. Students who do this can ask questions about confusing concepts and be prepared for new topics.
• **Compare your notes**

To ensure your notes are as accurate and detailed as possible, compare them with the notes of other students after class is over. This is useful because your colleagues will frequently write down lecture details that you forgot or missed. This strategy will make classroom notes more thorough and precise.

• **Minimize distractions**

Effective note takers avoid classroom distractions. This can include sitting in spots with fewer distractions and not signing up for classes with friends that you might want to make comments to during lectures. Some students sit in spots where it is difficult to constantly glance at the clock.

• **Organize your notes**

Notes organized by date, class, and subject make it easier to locate specific lecture details. It is also a good idea to keep information from different dates and classes separated or beginning each class with a new piece of paper.

• **Use abbreviations and symbols**

Since teachers usually cover a lot of information during each lecture, it can be hard jotting everything down. This is why it is a good idea to use symbols or abbreviate long words and write short phrases in your notes. Many students use these symbols and abbreviations while taking notes: & (and), w/o (without), eg (for example), ie (that is). When utilizing abbreviations, create a key of your most commonly used abbreviations, so you will not forget them.
• **Write clearly**

Effective notes will be of no benefit if they’re unreadable. This is why it is important to use good penmanship when taking notes. It is also recommended to leave space in margins and near key concepts in your notepad, so you can add important details related to previous lecture topics in future lectures.

• **Review your notes**

In order to retain information discussed during lectures, it is best to review notes right after class. This will help you better understand the lecture, your notes, and it will enable you to focus on what you just learned for long-term retention.

• **Write down questions**

No matter how intelligent someone is, all college students will be confused and have questions during college. For this reason, it is a good idea to write down questions to ask after class or during subsequent lectures. You can also answer your own questions through a web search or using reference books.

  o **Information taken from the following; Study Skills Guide: Note Taking Strategies, Techniques and Methods, Education Corner; Education Matters http://www.educationcorner.com/note-taking.html retrieved 3/1/2014**

Organization is key:

• “One of the most important aspects of note taking is organization. You can have all the central points in your notes but without organization it is almost useless.”

  (LaTiana Ridgell, Effective Not Taking Student Learning Center, Regional and
Include date, time, and class name on all notes

Style of note taking will dictate organizational format (see handout for example)
- Cornell
- Outline
- Mapping

**Cornell Style Note Taking**

<table>
<thead>
<tr>
<th><strong>Title:</strong> Key steps to a softball swing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cues/Questions</strong></td>
</tr>
<tr>
<td>What is best grip for me?</td>
</tr>
<tr>
<td>Toe touch starts swing</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Summary**

Three keys; Grip, Stance, Toe touch/heel plant
Outline Style Note Taking

1. Key steps to a softball swing
   a. Grip
      i. Line up knuckles based on hitter’s preference
      ii. Loose grip
   b. Stance
      i. Weight in balls of feet
      ii. Start weight shift 70/30 finish 40/60
   c. Toe touch/heel plant
      i. Timing mechanism
      ii. Triggers linear and rotation movement
Mapping Style Note Taking

Keys to Softball Swing

- Grip
- Line up knuckles based on hitter’s

- Stance
- Loose
- Weight in balls of feet

- Start weight shift 70/30 finish 40/60

- Toe touch/Heel plant

- Timing mechanism
- Triggers linear and rotation movement
WEEKLY ACADEMIC MEETINGS

Overview:

Student-athletes going through the curriculum will have weekly academic meetings with a member of the coaching staff. During these meetings student-athletes will update the coaching staff member on how they are doing in their classes.

Rationale:

Weekly meetings allow the coaching staff to stay in constant communication with each student-athlete allowing them to help guide the student-athlete throughout the semester. After going through these meetings student-athletes will learn how to successfully balance their hectic schedules to help them succeed academically.

Objectives:

Student-athletes will record any grades received as well as any upcoming assignments. A coaching staff member will evaluate student-athletes progress by completing weekly academic meeting agenda.

Procedure:

1. Set up a weekly meeting time for each student-athlete and coaching staff member. These will be one on one meetings to ensure the student-athletes’ receive undivided attention. Meetings may last between fifteen to thirty minutes based on how much has gone on in the particular student-athletes’ classes.

2. During the meeting a coaching staff member will follow the weekly academic meeting coach’s guide.
3. At the completion of the meeting the coaching staff member will file the student-athletes weekly academic report in the ‘Coach’s Binder’ providing the student-athlete with a new copy for them to fill out during the week preceding their next meeting.

**Materials:**

Weekly academic meeting report for the student-athlete

Pen or pencil

‘Coach’s Binder’

**Assessment:**

‘Coach’s Binder’ will have all weekly academic meeting reports allowing student-athletes and coaching staff member to track the student-athletes progress through the course of the school semester. By completing and reviewing weekly academic meeting reports with a coaching staff member, student-athletes will be held accountable for completing quizzes, test, projects, and assignments on time.
WEEKLY ACADEMIC MEETING COACH’S GUIDE

1. Check that student-athlete has student-athlete handbook properly filled out for upcoming week and that monthly section has all important dates (tests, paper due dates, games, etc.)

2. Review previous weekly academic meeting report.

3. Check that any and all assigned tasks from previous weekly academic meeting have been completed.

4. Review current weekly academic meeting report with the student-athlete.
   a. What grades have been received since last meeting?
      i. Returned exercises, assignments, quizzes, papers, exams, etc.
      ii. Online grades from BLACKBOARD, COMPASS, MALLARD, course websites, etc.
   b. Have recent assignments been completed and turned in?
      i. Were they handed in on time?
      ii. How does student-athlete feel they did on the assignment?
   c. What assignment due dates are approaching?
      i. When does the student-athlete plan to complete upcoming assignments?
      ii. Have student-athlete record their plan for completing upcoming assignments in their student-athlete handbook.
   d. File weekly academic meeting report in ‘Coach’s Binder’

5. Student-athlete self-evaluation
   a. How do you think you are doing?
b. How can you improve?

6. Questions/Comments/Concerns?
## WEEKLY ACADEMIC MEETING REPORT

<table>
<thead>
<tr>
<th>STUDENT ATHLETE NAME:</th>
<th>DATE/TIME OF MEETING:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASS:</th>
<th>TUTOR: YES / NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IF YES LIST MEETING TIMES:</td>
</tr>
<tr>
<td></td>
<td>ASSIGNMENT/QUIZ/TEST</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASS:</th>
<th>TUTOR: YES / NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IF YES LIST MEETING TIMES:</td>
</tr>
<tr>
<td></td>
<td>ASSIGNMENT/QUIZ/TEST</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASS:</th>
<th>TUTOR: YES / NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IF YES LIST MEETING TIMES:</td>
</tr>
<tr>
<td></td>
<td>ASSIGNMENT/QUIZ/TEST</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASS:</th>
<th>TUTOR: YES / NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IF YES LIST MEETING TIMES:</td>
</tr>
<tr>
<td></td>
<td>ASSIGNMENT/QUIZ/TEST</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASS:</th>
<th>TUTOR: YES / NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IF YES LIST MEETING TIMES:</td>
</tr>
<tr>
<td></td>
<td>ASSIGNMENT/QUIZ/TEST</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PROGRESS REPORTS

Overview:
Student-athletes will be given progress reports twice a semester to be filled out by their instructors so coaching staff can check on their academic progress during the semester. This will allow the coaching staff and student-athlete to have a discussion on how they are doing in each individual class based on the student-athlete’s professor evaluation.

Rationale:
Progress reports are a way for the coaching staff to check up on the student-athletes ability for self-discipline and integrity. The student-athlete and coaching staff should already have an understanding on where the student-athlete stands academically in their classes based on their weekly academic reports; if a coaching staff member is surprised by anything they see in the progress reports from professors it is a sign of immediate need for a meeting with the particular student-athlete regarding the discrepancy between the information they are communicating to the coaching staff and what was reported by the professor.

Materials:
Copies of student-athlete progress reports (enough for every student-athlete to have one for each class that they are enrolled in)
‘Coach’s binder’

Procedure:
1. Provide each student-athlete with one student-athlete progress report form per class they are enrolled to be filled out by their professors.
2. Set a due date for student-athletes to return their progress report forms. Have student-athletes turn them in as one packet including all of their classes, this will help for filing purposes in the ‘Coach’s binder’.

3. Review student-athlete progress report forms while comparing to weekly academic meeting reports to make sure everything is matching up. If there are any discrepancies or concerns after reviewing discuss them with the student-athlete immediately.

**Assessment:**

Student-athlete progress report forms will be compared to weekly academic meeting reports. Reports should support one another and show similar findings regarding the student-athletes grades, if a student-athlete has conflicting information on the two forms that is cause for concern and needs to be addressed and solved immediately.
STUDENT-ATHLETE ACADEMIC PROGRESS REPORT

*This progress report allows the Athletic Department Staff to monitor the academic progress of student-athletes. I hereby grant my instructor permission to share this information with my coaching staff.

Student-Athlete Name:________________________________________________________

Course:____________________________________ Units:_____

*Information below is to be filled out by the Student-Athlete’s instructor

Instructor Name:________________________ Instructor Signature:________________________

Date:_________ Grade to Date:_________

Class Attendance:

☐ Arrives on time

☐ Has arrived late

☐ Has missed classes or does not stay entire duration of class period

☐ Regularly misses class

Class participation:

☐ Very attentive and always participates in class discussions

☐ Usually attentive and participates during most class discussions
Rarely attentive and does not often participate in class discussions

No attentive and does not participate in class discussions

Assignment Completion:

- Completes all assignments properly and on time
- Completes all assignments on time but needs work on completing them properly
- Has missed a small number of assignments
- Regularly misses assignments

Test Performance:

- Completes all assignments properly and on time
- Completes all assignments on time but needs work on completing them properly
- Has missed a small number of assignments
- Regularly misses assignments

Does this student-athlete see you for additional help?  Yes  No

Do you feel that this student-athlete needs to seek help for this class?  Yes  No

Additional Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
We greatly appreciate you taking the time to fill out this form. As a coaching staff we want to do our best to help our student-athletes progress academically and athletically during their time at our University. If you have any additional comments about this form or would like to speak with us regarding this particular student-athlete please do not hesitate to contact us.
BEGINNING PATH TO A CAREER

Overview:
Student-athletes will discuss the difference between what makes a career different from a job. Once they understand the difference between the two, student-athletes will then move to recognizing personal aspects about themselves that could help them in picking a career field.

Rationale:
Student-athletes spend hours of their time on their sports of play but often lack that same drive in their pursuit of a degree and the ability to find a career once they are done with their time as a student athlete. The ability for a student-athlete to begin the process of career planning while completing their degree is vital to their success once they leave college. As a coach it is important to develop a plan for student-athletes on the field of play and in the classroom but most importantly help them to leave your program ready to face the challenges of the everyday life including finding a career and not just a job.

Objectives:
Student-athletes will be able to compile a list of interests, personal characteristics, skills, and talents.
Student-athletes will identify possible career fields based off the lists they created.

Materials:
Handout on beginning path to a career
Pens or pencils
Procedure:

1. Have student-athletes take turns reading aloud Beginning Path to Career Handout. Open up a discussion for any questions the students-athletes may have. Encourage dialogue between student-athletes regarding the introduction of the section on “What you need to know about yourself when thinking about a possible career.”

2. Allow student-athletes time to fill out the blank sections of the handout without any discussion in the room. Once everyone has completed their handout allow student-athletes to share what they wrote. This discussion may provide some student-athletes with career fields they did not originally think of.

3. It is important for the student-athletes to understand that writing down a career field does not mean that is the only option they have but rather an exercise to get them thinking about their possibilities for future careers.

Assessment:

Student-athletes should have all sections of the handout filled out completely. The student-athletes list for possible career fields should be able to be justified by their list of interests, characteristics, skills, and talents.
BEGINNING PATH TO A CAREER HANDOUT

What is the difference between a career and a job?

<table>
<thead>
<tr>
<th>Career</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long term</td>
<td>Short term</td>
</tr>
<tr>
<td>Passion, happiness</td>
<td>Financial need, good for the moment</td>
</tr>
<tr>
<td>Ability to advance</td>
<td>No room for advancement</td>
</tr>
<tr>
<td>Education and training</td>
<td>Entry level</td>
</tr>
</tbody>
</table>

What you need to know about yourself when thinking about possible career:

- Student-athlete interests
  - Things you enjoy doing

- Student-athlete characteristics
  - Qualities and or traits that make you who you are
  - Examples; loyal, honest, kind, cooperative, persistent, submissive, competitive

- Student-athlete skills
  - Things that you have learned
  - Examples; typing, knowledge of computer programs, sales techniques

- Student-athlete talents
  - Natural gifts
  - Examples; athletic, sociable, leader
List three personal traits for each of the following:

- **Student-athlete interests**
  
  -
  
  -
  
  -

- **Student-athlete characteristics**
  
  -
  
  -
  
  -

- **Student-athlete skills**
  
  -
  
  -
  
  -

- **Student-athlete talents**
  
  -
  
  -
  
  -

List three possible career fields that may interest you:

- 
- 
-
YEARNLY WRAP UP

At the end of the school year make sure to meet with every student-athlete that was taken through the academic support curriculum. Take each student-athlete through one last meeting following the weekly academic meeting guide and go over their goal setting form to see if they have met the goals they set at the beginning the semester. Have student-athletes write down reasons to why they were either able or unable to meet the goals that they set for themselves in the goal setting lesson plan. If student-athletes grades are likely to change dependent on their finals have student-athletes evaluate their current grades going into the final and how well prepared they feel for their finals. Have each student-athlete complete the student-athlete evaluation of academic support curriculum to get an overview of how the student-athletes felt it helped them and any changes that need to be made and if there were lessons that could be added or expanded upon.
STUDENT ATHLETE EVALUATION OF ACADEMIC SUPPORT CURRICULUM

1. Do you feel that the academic support curriculum helped you throughout the academic year, why or why not?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2. What specific lesson plan did you feel was the most useful to you and why?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

3. Do you have any suggestions on what could be added to or be done to help improve the student-athlete academic support curriculum?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________