EDUCATIONAL SUPPORT SERVICES

The Nelson and Michelle Carbonell Academic Center, Lower Level, The Charles E. Smith Center, 600 22nd Street, NW, Washington, DC 20052

PHILOSOPHY
At The George Washington University, athletic and academic excellence are inseparable goals for student-athletes. The University is committed to the academic success and graduation of students participating in its athletic programs. The Department of Athletics and Recreation supports this commitment with educational support services in order to maximize the potential for success of every student-athlete.

ACADEMIC HONESTY
The acquisition, sharing, communication, and evaluation of knowledge are at the core of the mission of The George Washington University. As responsible members of the academic community, students are obligated not to violate the basic standards of integrity. They also are expected to take an active role in encouraging other members to respect those standards. Cheating, plagiarism, fabrication, falsification, and misrepresentation of data, abuse of academic materials, multiple submissions, and complicity in academic dishonesty are serious violations of the Academic Integrity Policy and may result in penalties that may include an “F” for the assignment, an “F” for the course, suspension from the University for a designated period of time or even expulsion from the University. Please refer to the Office of Students Rights and Responsibilities for detailed information regarding The George Washington University’s Student Academic Integrity Policy.

ACADEMIC ADVISING
All students enrolled at The George Washington University are assigned an academic advisor from the college in which they are enrolled. Student-athletes are also assigned an athletic academic advisor from the Carbonell Academic Center. Student-athletes should note that their assigned advisor within their college will assist them with graduation requirements while their athletic academic advisor will assist them with NCAA and conference eligibility requirements in addition to graduation requirements.

ACADEMIC ENHANCEMENT

Learning Specialist
The Carbonell Academic Center employs its own Learning Specialist who offers a variety of academic support services to student athletes both on an individual basis and in small groups. Students may receive assistance with particular courses as well as more generalized study skills and time management. Students can also receive assistance with all writing tasks from brainstorming to final editing. Four to six week workshops, targeting such topics as test preparation and efficient reading skills, are also offered.

Coaches can contact the Carbonell Academic Center to request particular workshops and the Learning Specialist will design a short term workshop based on the needs of the particular team. Recent workshops have included speed reading and preparation for midterm exams.
Freshmen are offered additional support in making the transition to college level work and can request a weekly appointment with the Learning Specialist to learn more about their own learning style and learning strengths. They are also introduced to a variety of study skills, time management and note-taking techniques.

Tutors
The Carbonell Academic Center offers tutorial assistance for all student-athletes. For consideration, candidates for tutoring positions must complete an application which includes two recommendations, a resume and a copy of their transcript. Additionally, the applicant will interview with the tutoring coordinator or other athletic educational support services staff.

A mandatory orientation session for tutors is required prior to hiring. This session reviews NCAA and tutoring policies and procedures. Following the session, tutors are required to sign a form stating that they have been hired by the Department of Athletics and Recreation and will adhere to all applicable NCAA policies and procedures. The Carbonell Academic Center has a library of textbooks and course materials available for tutors to utilize.

Applying for a tutor
All student-athletes are eligible for free tutoring services. To request tutoring, a Request for Academic Assistance Form must be completed. This is available on-line or in the Carbonell Academic Center. The form must be filled out completely and signed by the course instructor. Once the form is complete, the student-athlete must return it to the tutoring coordinator or their athletic academic advisor. The tutoring coordinator will then assign a tutor, based on availability, via e-mail. It is then the student-athlete’s responsibility to contact their tutor and to make arrangements to meet. The tutoring sessions take place at a mutually convenient time and place. The Carbonell Academic Center is available for use, as well as Gelman Library, J Street café and Ivory Tower café. Tutors have the ability to reserve tutoring space in the Carbonell Academic Center.

Monitored Study Hall
All freshmen and transfer student-athletes are required to complete six hours of study hall weekly during their first semester at GW. After the completion of their first semester at GW, freshmen and transfer student-athletes who reach a specified grade point average and are not in their sports’ competition seasons will no longer be required to complete weekly study hall hours. All freshmen and transfer student-athletes who are in their competition season will continue to complete six weekly study hall hours throughout their second semester. Upperclassmen who warrant attention will also have six hours of study hall per week.

Student-athletes with mandatory study hall, complete their hours in the Carbonell Academic Center which is equipped with a computer lab, study carrels and small meeting rooms. Completion of hours are monitored and reported weekly to head coaches and sport administrators.
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Life Skills Program
The Department of Athletics and Recreation and Carbonell Academic Center are committed to assisting each individual in reaching their full potential academically, athletically and personally. We are proud to participate in the NCAA-sponsored CHAMPS/Life Skills Program. We have a full-time CHAMPS/ Life Skills staff member who facilitates the progress of this program and tracks team and individual student-athlete involvement in the community service and career services components. We organize educational experiences and services designed to enhance the student-athletes’ development in five commitment areas:

- Academic Excellence
- Athletic Excellence
- Personal Development
- Career Development
- Community Service

The George Washington University has an extensive Career Center that posts available internship and job opportunities on their GWork system. Each student-athlete is encouraged to upload their resume to GWork at the beginning of every academic year so they can apply to internship opportunities during the year. Student-athletes are asked to take advantage of career events (such as job fairs, resume critiques and mock interviews) that the Center for Career Services offers as well as to meet with a career coach once during each academic year. The Department of Athletics and Recreation, in partnership with the Center for Career Services, hosts a networking event in the spring which brings 20-25 employers to the campus to interact with student-athletes through panel discussions and networking opportunities.

Career Development
As part of the Department of Athletics and Recreation’s commitment to community outreach, student-athletes have a yearly community service requirement of 10 hours. Examples of student-athlete community engagement are service projects such as Grassroots Colonials where student-athletes travel to local middle schools to educate students about HIV/AIDS awareness, and also College For Every Student, through which student-athletes mentor local middle school students. The Department of Athletics and Recreation works closely with the Center for Civic Engagement and Public Service to ensure that student-athletes are heavily involved with university-wide service initiatives such as the Freshman Day of Service, Foggy Bottom Cleanup and MLK Day of Service.

GW STUDENT-ATHLETE LEADERSHIP ACADEMY
The GW Student-Athlete Leadership Academy provides an ongoing and integrated approach to leadership development. Multiple modules offered throughout the school year maximize learning, retention, and application. Following each student-athlete module, sessions designed to assist head coaches in participating in the leadership development of their student-athletes take place. In the Leadership Academy, the customized leadership development programming for student-athletes targets three specific groups based on their year in school as well as their readiness to assume leadership roles. The three programs include the Emerging Leaders program for developing leaders as sophomores and juniors, Veteran Leaders for established leaders as juniors and seniors, and Legacy Leadership for select senior student-athletes.
MENTORING PROGRAM
The athletic department’s mentoring program is a voluntary program that provides junior and senior student-athletes with the opportunity to connect one-on-one with athletic alumni in the GW athletic community and to drive relationships based on the student-athletes’ unique growth and development needs. Student-athletes are matched with alumni student-athletes in their career field interest. The program provides a platform for formal and informal career guidance, personal development, networking opportunities, and informal conversations with a role model. Additionally, the program provides opportunities for relationship-based, hands-on alumni engagement.

CLASS ATTENDANCE – UNIVERSITY AND DEPARTMENT POLICY

University Policy
Attending regularly scheduled and scheduled make up classes, discussions and recitations, laboratory sessions and other course meetings is a fundamental student responsibility. Faculty may use class attendance and participation as factors in determining course grades. The contributions of class attendance and participation toward course grades should be explicitly stated on course syllabi as should all factors used in determining these grades.

While it is expected that students will make every effort to attend classes, it is recognized that personal circumstances (e.g., religious observances, documented family and medical emergencies) and University-scheduled events (e.g., varsity athletic competitions, performances) will arise which preclude class attendance. In such circumstances, faculty and other instructors are expected to make appropriate accommodations (e.g., make up tests, adjusted due dates for papers and projects), such accommodations to be determined by the faculty member. The student is responsible for obtaining the materials presented in missed classes and for making up missed tests and other assignments. No academic penalty shall be imposed for class absences which are permissible in accordance with University policy.

Department of Athletics and Recreation Policy
The Department of Athletics and Recreation supports and upholds all aspects of the University’s class attendance policy. Missing class (for any reason other than sanctioned travel/competition dates or excused absences associated with family emergencies and/or illness) is not acceptable and may result in suspension and/or additional sanctions as deemed appropriate. Additionally, it is expected that student-athletes will schedule classes in order to minimize the number of classes that may be missed. Further, it is expected that whenever possible, students will inform course instructors in advance of any absences related to scheduled events. You are encouraged to reach out to your athletic academic advisor or Craig Linebaugh, Faculty Athletics Representative, cline@gwu.edu, if you have any questions or concerns.

CLASS CONFLICTS AND TRAVEL LETTERS
NCAA rules do not allow any student-athlete to miss a class for practice activities. It is the student-athlete’s responsibility to communicate with professors when a class must be missed due to athletic competition. Important things to remember are:
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- Introduce yourself to each professor at the BEGINNING OF THE SEMESTER.
- Complete all Travel Letters, listing all absences due to competition AND note academic conflicts (obtain this from your course schedule and syllabus).
- Submit all Travel Letters to professor AT LEAST two weeks prior to your first absence.
- Arrange for any make-up work PRIOR to any absences.
- Remind your professors regularly of upcoming absences due to travel or competition.
- Missing class (for any reason other than sanctioned travel/competition dates) is not acceptable.

DECLARING A MAJOR
Student-athletes must have declared a major and concentration (if required by the program) by the beginning of the student-athlete’s 5th full time semester of college enrollment.

Steps for Declaring a Major and/or Concentration:
- Complete Declaration of Major/Concentration Form.
- Meet with the Chairperson of the major/concentration Department and obtain signature.
- Submit signed form to your school.
- Submit copy to your athletic academic advisor.

If assistance is needed with major selection, student-athletes are instructed to consider their interests and career goals. They are also referred to the Career Center where they can receive Choosing a Major Handouts, attend a workshop on choosing a major or complete interest inventory testing with post-test analysis. Student-athletes are also encouraged to speak with faculty members or department chairs. The Carbonell Academic Center staff is available for informal advising and counseling on choices of courses and majors.

Note: all student-athletes who change their major should discuss this decision with their athletic academic advisor prior to completing the paperwork as this decision may adversely affect athletic eligibility.

GRADING

Incomplete Grades
Do not arrange to take an “incomplete” or to “withdraw” from a course without checking with your athletic academic advisor. Incompletes and withdrawals can have implications for both eligibility and graduation.

Incomplete grades must be resolved by the end of the following semester; otherwise, the grade can revert to an “F”. Graduating seniors must resolve any outstanding incomplete grades and have their records adjusted before official graduation can occur.

Repeating Courses
When a course is repeated, students will only receive credit for the course once. Please note that a course taken a second time CANNOT count toward the credits necessary for eligibility (unless there was no credit assigned the first time, due to grades of “F” or “Z” in the course). When a course is
repeated, both courses will remain on the student’s transcript and both grades will factor into the GPA. A repeated course WILL NOT replace the grade from when the course was taken previously.

Pass/No Pass Option
In most programs, the pass/no pass grading option is limited to juniors and seniors and cannot be used in courses that fulfill general curriculum or major requirements. Additionally, there is a limit (usually 4) as to the total number of courses that can be taken pass/no pass. Please be sure to check with your school and athletic academic advisor before considering this option.

MONITORING ACADEMIC PROGRESS

Weekly Meetings
Athletic academic advisors meet weekly with freshmen, transfers, international students and any sophomore through senior who warrants attention. During these meetings, student-athletes give their athletic academic advisor a general overview of what is transpiring in their classes as well as self-reported grades.

Professor Contact
Athletic academic advisors may contact the professors of students with whom they meet weekly via e-mail and phone. Athletic academic advisors take notes on both weekly meetings and professor contact. These are reviewed each Friday by the Director of Educational Support Services.

Progress Reports
Progress reports are available to professors online approximately six weeks into each semester for each class in which a student-athlete is enrolled. Progress reports allow professors to provide feedback regarding a student’s attendance, participation, grades and overall performance in the course. The feedback is then submitted and made available online to the Carbonell Academic Center. The athletic academic advisors generate a spreadsheet for each of their teams with the listed grades/feedback and distribute it to the appropriate coaches and sport administrators. Professor feedback from the reports is shared with the student-athlete by his or her coach. Any student-athlete who receives a grade or comments that generate concern, will be contacted directly by his or her athletic academic advisor and must schedule a meeting to discuss the situation and strategies for improvement.

ORIENTATION FOR FIRST-YEAR STUDENT-ATHLETES

CI-Varsity Student-Athlete Orientation Session
All incoming freshmen student-athletes attend the mandatory student-athlete orientation session during the first day of Colonial Inauguration. Senior Athletic Administrators and the offices of Educational Support Services for Student-Athletes, Compliance, Sports Medicine, and Strength and Conditioning are present to distribute information.

NCAA Meeting
When freshmen student-athletes arrive to campus, for either pre-season (prior to the beginning of the fall semester) or the start of the semester, they are required to attend an NCAA compliance
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meeting. This meeting provides information on NCAA rules and regulations. Members of the Office of Educational Support Services for Student-Athletes also attend to review NCAA academic requirements, support services available to student-athletes and student-athlete responsibilities.

The First Year Experience
The First Year Experience is a program designed for incoming freshmen student-athletes and transfer student-athletes. It is intended to facilitate the transition of becoming a GW student-athlete through educational and instructional sessions tailored to the needs of first year student-athletes. The program will ultimately prepare the freshmen/transfer student-athletes for the opportunity to participate in the Leadership Academy.

REGISTRATION AND CLASS SELECTION
Student-athletes are encouraged to take 15 credits per semester in order to stay on track to graduate in four years (check with your program to determine the EXACT number of credits needed). No student-athlete may be registered for fewer than 12 credits unless s/he is in graduate school, is in his/her final semester prior to graduation, or received a waiver from the NCAA. Proper documentation must be on file in the Athletics Compliance Office.

Registration Checklist
- Meet with your school/major advisor for approval of classes.
- Meet with your athletic academic advisor for approval of classes.
- Look on-line at class offerings.
- Ensure your classes work together (no conflicts) and they are open.
- Ensure classes are not scheduled during practice times.
- Ensure classes fulfill curriculum or major requirements.
- Check your holds and ensure they are cleared.
- Determine the date of privileged registration and any conflicts you may have with that date.

Any student-athlete who wishes to make a schedule change after being officially advised MUST inform their athletic academic advisor in the Carbonell Academic Center PRIOR to making the change.

TRANSFER OF CREDIT FOLLOWING ADMISSION TO GW
Students who wish to take course work at outside institutions following enrollment at GW must comply with the following policies:
- Obtain approval, in writing, to take that course, from the appropriate department (e.g., math department for a math course). **Do this prior to enrollment in that course.**
- Determine whether these courses are permissible from a 2 or 4 year institution (or either).
- Earn a grade of C- or better (needed in order to transfer the credit).
- Send official transcript, from “visiting institution”, to the GW Office of Admissions.

Note: grades earned at any non-consortium school will not be counted toward your GPA at GW. Additionally, GW policies allow ONLY 24 advanced placement (AP) credits and the transfer of ONLY 9 credit hours from outside institutions to be counted for graduation credit. Check with your school to be certain you do NOT EXCEED the maximum allowable credits.
STUDYING AND TIME MANAGEMENT

TEN TIPS FOR MANAGING STUDY TIME

1. **Identify your “best time” for studying.** Everyone has high and low periods of attention and concentration. Are you a “morning” or a “night” person? Use your power times to study. Use the down times for routines such as laundry and errands.

2. **Study difficult subjects first.** When you are fresh, you can process information more quickly and save time as a result.

3. **Plan time blocks of one and a half to two hours for studying.** After one and a half to two hours of study, you may tire and lose the ability to concentrate. Few students can study effectively for more than two hours at a time.

4. **Set study time as soon after lecture classes as possible.** An hour spent shortly after class is worth several spent a day or more later. Look over your lecture notes while they are fresh in your mind. Start assignments while your memory is tuned in to the topic.

5. **Use breaks between classes for studying.** The odd gaps of one or two hours before, between and after classes are easy to waste but can be used effectively in preparation and review.

6. **Combine studying with quiet activities such as doing laundry.** If you are completing a task that does not require your undivided attention, bring along class notes or a book to read. For example, if you are doing laundry, bring those psychology class notes to read while your clothes are drying.

7. **Don't steal time—trade it.** When something comes up that takes time you had planned to spend studying, decide immediately when you can make up the study time and adjust your schedule for the week.

8. **Make the surrounding conducive to studying.** This will allow you to reduce distractions that can "waste time." If there are times in the residence halls or your apartment that are particularly noisy, use that time for mindless tasks.

9. **Make sure you have time to sleep and eat properly.** Sacrificing sleep or a well balanced diet makes the time you spend studying less effective.

10. **Make room for entertainment and relaxation.** College is more than studying. College is more than athletics. College is more than partying. You need to have a balance in your life.

CLASSROOM STRATEGIES AND NOTE-TAKING TIPS

1. **Prepare:** Preparation is essential for efficient note taking. If you are prepared, you will be able to anticipate what is going to be said in class. This can prevent confused or erratic note taking. If you are familiar with the material, you can spend more time listening and less time writing down unimportant details. If you can, do the assigned reading in advance. If there is no reading assignment, reviewing the previous day's notes should be helpful in understanding the lecture. Most important, be on time and have all the necessary materials for class with you.

2. **Pay Attention:** Sit as close to the teacher as you can to avoid distractions. Most people think 4 times faster than a speaker can talk. This makes it easy to let one's mind wander during a lecture. To improve concentration,
   a. Try to anticipate what the speaker is going to say;
   b. Try to organize the lecture with an outline; and
   c. Listen or watch for clues that identify the speaker's main points.

3. **Select the Important Information:** It is physically impossible to write down everything a professor says. It wouldn't be a good idea even if it were possible. The key to good note taking is **selection.** You should continually ask yourself "Does this really relate to the subject at hand?" Write down everything on the chalkboard. If a teacher repeats something, write it down. Specific phrases such as “We're going to cover...” or “The first aspect of...” are clues to help organize your notes. If the teacher slows down, it is probably done so that students can more easily take down an important point.

4. **Review and Summarize:** When rushed you may have to rewrite your notes so they can be understood later. Rewriting or summarizing should be done as soon after class as possible. Highlight or underline the important points. Leave space to permit you to add notes at a later time.