

THE OFFICE OF ACADEMIC SUPPORT (OAS)



**INFORMATIONAL NOTEBOOK
2007-2008**



TABLE OF CONTENTS

Purpose of OAS Informational Notebook	pg. 3
OAS General Overview	pg. 4
Position Descriptions/Responsibilities	pg. 5-9
Student-Athlete Academic Responsibility	pg. 10
OAS Policies	pg. 11-13
Study Table Policies & Hours	pg. 14-15
Additional Services Offered	pg. 16
CHOICES Grant Information	pg. 17
CHAMPS Cup Information/Criteria	pg. 18-20
Student-Athlete Advisory Committee (SAAC) Info	pg. 21
OAS Contact Info	pg. 22
Academic Calendar (2007-2008)	pg. 23-24
Appendices	
Appendix A – OAS Student-Athlete Survey and Results	pg. 26-38
Appendix D – Coaches’ Academic “Contract”	pg. 39-41
Appendix E – Grade Improvement Form	pg. 42
Appendix F – OAS Recruiting Info	pg. 43
Appendix G – Helpful Hints for Campus Advisors	pg. 44

OAS INFORMATIONAL NOTEBOOK

Purpose

The original intent of developing an informational notebook for the Office of Academic Support (OAS) was to assist the coaches in answering questions they had about the unit. These questions were relayed to the Senior Associate AD for Internal Operations during personal interviews which were utilized to gather information regarding the coach's view of the OAS. Upon analyzing this information, it was decided that the information would not only be beneficial to the various coaching staffs but also to the administration.

The OAS Informational Notebook will be disseminated on an annual basis (prior to the beginning of the academic year). This will allow members of the OAS to gather data (conduct surveys, etc) to update the notebook in order to better serve the coaches and administration.

OAS GENERAL OVERVIEW

The University of Wyoming recognizes the special needs of today's Division I student-athlete and has made the commitment to address those needs with a comprehensive academic support program. In addition to the demands of being a student in a quality university like Wyoming, our student-athletes must also deal with the extra pressures associated with participating athletically in one of the most competitive major college divisions in the country.

The Office of Academic Support (OAS) offers programs designed to help each student-athlete achieve their athletic and academic goals. This office is currently staffed by three full-time academic coordinators and the Assistant Athletic Director (AD) for Academic Services. A fourth "academic position" (Academic/APR Coordinator) will be added during the 2007-2008 fiscal year. The entire staff is dedicated to achieving the program goal of providing comprehensive services to ensure a successful student-athlete experience — academically, personally, vocationally and athletically.

The University of Wyoming's Office of Academic Support offers a full range of services in the following areas:

1. Academic Development

The core of our academic-support is the tutorial and mentor program. A qualified staff of tutors and mentors assist students in clarifying their study material and, in the case of travel, helping students catch up on missed material. In addition to the tutorial program, attention is given to each individual in the development of their class schedule. All UW student-athletes must take a minimum of 12 hours of classes each semester that directly apply to their chosen degree. Appropriate scheduling is a critical priority.

Study skills assistance is available for those who need special help in areas including test preparation, note taking and time management techniques.

Finally, each student-athlete's academic progress is closely monitored during the semester for such things as attendance, current grade and class participation. Steps are taken to address deficiencies, on an individual basis.

2. Career Development

The purpose of obtaining a college education is to prepare an individual for meaningful employment following graduation. The act of choosing a major is a challenging task, considering the multitude of possibilities. Career development is available to assist student-athletes in the very important process of selecting a major that will lead to a desired career. We also continue to establish a career network that will assist students in securing employment after graduation.

3. Personal Growth and Development

This component of the student-athlete development program consists of presentations and workshops that address the needs and concerns of today's student-athletes. Presentations feature issues such as cultural diversity, drugs/alcohol abuse, sexual awareness and responsibility, and becoming your personal best. Our goal is to provide student-athletes with information that allows them to make informed choices about their personal behavior.

POSITION DESCRIPTIONS/RESPONSIBILITIES

Conrad Chavez: Assistant Athletic Director for Academic Services

- Oversee day to day operation of the Office of Academic Support
- Direct supervision of academic coordinators
- Direct supervision of 1 part-time employee
- Shared supervision of Academic/APR Coordinator
- Conduct high school transcript evaluation for prospective student-athletes
- Generate sport specific and all sport GPA reports at the end of each term
- Represent athletic department on Faculty Senate
- Represent athletic department on AD/SAAC (Academic Dean's and Student Affairs Advisory Council)
- Represent athletic department on Advising Conversations group
- Represent athletic department on Suicide Prevention Coalition
- Conduct and organize academic presentations for recruits
- Assist in student athlete certification process
- Track eligibility needs for student athletes in all sports
- Conduct break out session for incoming student athletes during June orientation
- Representation and involvement with other campus committees and groups as appropriate (currently serve on PACMWA (Presidents Advisory Council on Minority and Women's Affairs), serve as a mentor with MSLI (Minority Student Leadership Initiative))
- Generate and disseminate mid term progress reports
- Generate official excuse slips
- Co-advise SAAC
- Update Banner system with student sport code for assigned teams
- Update Banner system when change of status forms come through
- Academic Advisement for Football
- Generate sport-specific GPA reports for coaches/staff
- Responsible for NCAA Clearinghouse activation
- Generate status reports for coaches (All incoming student-athletes)
- Conduct transfer analysis (incoming student-athletes)
- Coordinate academic sessions for football (5-Day Acclimatization Period)
- Coordinate Summer School and 5th Year Application process
- Assign duties for 5th Year student-athletes/Medical DQ's
- Update/maintain OAS website
- Sign-off on Official Visits for respective sports
- Organize/track student-athlete AWARE meetings

Gwen Cotterman: Academic Coordinator

- Academic Advisement for Track & Field and Women's Basketball
- Coordinate New Student-Athlete Orientation (August)
- Produce RAC Roundup (newsletter)
- Conduct high school transcript evaluation for prospective student-athletes
- Generate sport-specific GPA reports for coaches/staff
- Oversee CHAMPS/Lifeskills program
- Administer and promote CHAMPS Cup competition
- Primary Advisor for SAAC
 - Organize community service events
 - Organize guest speakers for SAAC meetings and all student athletes
- Administer and organize wellness screenings, including depression, eating disorder and alcohol screenings
- Administer and promote sportsmanship initiative
- Update/maintain SAAC website
- Represent athletic department on the following committees: MLK Day's of Dialogue, SLCE (Student leadership and Civic Engagement) advisory board, STOP Violence advisor board
- Create weekly CHAMPS/SAAC update for academic staff and senior staff
- Promote use of CRG (Competitive Resources Group)
- Organize resume workshops and other career development workshops
- Administer student athlete survey and tabulate results
- Promote and organize MVP program with in athletic department
- Coordinate senior ring banquet with TBA
- Update Banner system with student sport code for assigned teams
- Sign-off on Official Visits for respective sports
- Co-Coordinate tutoring program
 - Assess needs for coming semester
 - Advertise positions/interview candidates/hire tutors
 - Implement tutor training program
 - Track appointments and tutor progress
 - Record hours/time sheets
 - Evaluate tutor and efficiency of program
 - Communicate and share resources with tutor groups on campus
- Generate official excuse slips for assigned teams

Henrietta Shingleton: Academic Coordinator

- Academic Advisement for Golf and Tennis
- Conduct high school transcript evaluation for prospective student-athletes
- Work with student-athletes with documented learning disabilities as well as those deemed “at risk”
- Assist with New Student-Athlete Orientation (August)
- Oversee book voucher process
- Generate sport-specific GPA reports for coaches/staff
- Sign-off on Official Visits for respective sports
- Represent athletic department on LeARN advisory board
- Generate official excuse slips
- Organize and promote study skills workshops
- Submit materials to be include in Saddle Horn newsletter
- Update Banner system with student sport code for assigned teams
- Co-Coordinate tutoring program
 - Assess needs for coming semester
 - Advertise positions/interview candidates/hire tutors
 - Implement tutor training program
 - Track appointments and tutor progress
 - Record hours/time sheets
 - Evaluate tutor and efficiency of program
 - Communicate and share resources with tutor groups on campus

Katie Ludwin: Academic Coordinator

- Academic Advisement for Soccer, Swimming and Volleyball
- Assist with New Student-Athlete Orientation (August)
- Generate sport-specific GPA reports for coaches/staff
- Coordinate award nomination process (includes UW, MWC and NCAA awards)
- Sign-off on Official Visits for respective sports
- Represent athletic department on A-TEAM
- Conduct high school transcript evaluation for prospective student-athletes
- Oversee CHOICES grant (work with AWARE Program)
 - Advise Cowboy CHOICES/180 proof peer education group
 - Monitor CHOICES budget
 - Grow and maintain existing programs including Safe Spring Break, party packs and group presentations
 - Administer semi-annual alcohol peer education training
 - Monitor and grow UW Student-Athlete Career Network
- Co-Coordinate tutoring program
 - Assess needs for coming semester
 - Advertise positions/interview candidates/hire tutors
 - Implement tutor training program
 - Track appointments and tutor progress
 - Record hours/time sheets
 - Evaluate tutor and efficiency of program
 - Communicate and share resources with tutor groups on campus
- Generate official excuse slips
- Update Banner system with student sport code for assigned teams

Part-time worker (TBA)

- Oversee study hall five nights a week (M-Thursday and Sunday)
- Assist OAS staff with clerical needs
- Tabulate study hall hours daily

5th Year Aid Students/Medical DQs

- Answer phone/sit at front desk area during high traffic times
- Assist with mentoring program
- Assist with SAAC and Champs/Lifeskills program
- Assist with study tables
- Conduct other duties as assigned by the Assistant AD for Academic Services

Academic/APR Coordinator (TBA)

- Oversee APR (data input, analysis, projections, waivers, etc)
- Oversee GSR (in conjunction with Office of Institutional Analysis)
- Academic Advisement for Men's Basketball and Wrestling
- Work with student-athletes deemed "APR-risks" (as determined by Asst AD for Academic Services, Director of Compliance and Senior Associate AD for Internal Operations)
- Generate sport-specific GPA reports for coaches/staff
- Conduct high school transcript evaluation for prospective student-athletes
- Sign-off on Official Visits for respective sports
- Generate official excuse slips
- Update Banner system with student sport code for assigned teams

Phil Wille - Director of Compliance

- Oversee the day-to-day compliance operations for athletic department
- Co-advise SAAC
- Shared supervision of Academic/APR Coordinator
- Oversee student-athlete certification process (i.e., generate forms, obtain signatures, etc)
- Update/maintain CAi
- Update/maintain compliance website
- Update/maintain Compliance Notebook
- Update/maintain S/A Handbook
- Update/maintain Booster Guide
- Create compliance newsletter (coaches/staff)
- Oversee summer camps
- Coordinate education process (coaches meetings, etc)
- Oversee interpretation process
- Coordinate all MWC/NCAA waivers
- Complete all NCAA/MWC/UW compliance-related paperwork
- Audit official visits (final verification)
- Manage Substance Abuse process ("offenders" list, letters to student-athletes, etc)

Sarah Hinrichs - Compliance Graduate Assistant

- Oversee phone, contact/evaluation logs and recruiting days (applicable sports)
- Oversee student-athlete employment
- Oversee promotional activities
- Conduct research for rules interpretations
- Oversee Defensive Driving/Coaching the Van Driver II certification process
- Audit official visits (initial verification)
- Conduct other duties as assigned by Director of Compliance

STUDENT-ATHLETE ACADEMIC RESPONSIBILITY

The University of Wyoming and the Office of Academic Support provides you with academic support as you pursue your degree. Since you alone will determine the course of your academic career, you have an obligation to yourself, the University, and the Division of Intercollegiate Athletics to act in a responsible manner at all times.

The Office of Academic Support offers an array of support services and guidance as you progress towards graduation. You are responsible for understanding the status of your eligibility as well as your progress in your major. Thus, you should familiarize yourself with course requirements in your major and take an active role in the scheduling of your courses, semester by semester, with both your faculty/staff advisor and your Athletics Academic Coordinator. In all probability, your faculty/staff advisor will not be entirely cognizant of those rules affecting your eligibility from an NCAA standpoint, so it is imperative that you go over your schedule with your Athletics Academic Coordinator to make certain that every course (within the minimum requirement of 12 hours) counts toward your degree. It is up to you to meet regularly with both your faculty/staff advisor and Athletics Academic Coordinator to be sure that everything is proceeding according to plan.

OAS POLICIES

Academic Dishonesty

Whatever form academic dishonesty may take, the University community regards it as a serious offense. An act is academically dishonest when, and only when, it is an act attempted or performed in order to misrepresent one's involvement in an academic task in any way. Such conduct will result in imposition of sanctions pursuant to University Regulations.

Plagiarism is the most common form of academic dishonesty. A definition for plagiarism would include taking someone else's words and/or ideas and using them for your work without giving proper credit to the original source. It may be unintentional at times, however consequences for plagiarizing can range from failing the assignment to failing the course. Repeated offenses can result in dismissal from the University.

Employ quotation marks and identify the author and publication when the exact wording in an article or book is essential to your paper. Give credit to another author's ideas, even if you aren't quoting word for word. Never, under any circumstance, turn in a paper that you haven't written yourself. Read expansively and comprehensively and come to a conclusion of your own. Trust your opinions and do not be afraid to ask your instructor questions regarding plagiarism. Please make sure that you ask your instructor to clarify which citation format is required or preferred for the assignment.

Other major forms of academic dishonesty include using the same paper for more than one class without prior approval from your instructor and cheating on exams.

For additional information regarding Academic Misconduct, please see the UW Student-Athlete Handbook and/or the UW Compliance Notebook.

Admissions

All admissions concerns and procedures need to be coordinated through the Assistant AD for Academic Services. As a reminder, for complete admissions to the University of Wyoming, all official transcripts from the student's school or schools must be on file in the admissions office before a student will be considered formally admitted. This is very important in the certification process, particularly for transfer students. For high school students, all final transcripts should be requested by the student to be sent immediately to the University of Wyoming and the NCAA Clearinghouse after all grades are posted. For transfer students, all transcripts need to be sent to the admissions office at the University of Wyoming making sure the AA degree is posted on the transcript for those earning such a degree (please note that high school transcripts might also need to be submitted). Also, if a student has been to more than one school, please make sure they have an official transcript sent from each school to admissions ASAP. Beginning fall 2008, all transfer students must also be registered with the NCAA Clearinghouse to determine their amateur status.

Correspondence Courses

Correspondence courses are the least preferable option when scheduling classes. Nonetheless, they are a possibility. The athletics department only reimburses scholarship student-athletes for their courses after they are successfully completed with a grade of C or better. Correspondence courses must be approved by your Athletics Academic Coordinator before such reimbursement will take place. These courses cannot be used to meet the minimum 12 hour enrollment requirement for eligibility.

Courses Taken at Other Institutions

The University of Wyoming only transfers hours and not grades for courses taken at other institutions following your initial enrollment here. Please check with your Athletics Academic Coordinator so that you know if the courses you are planning to take are transferable and also if they are what you need for eligibility and/or graduation.

Dropping and Adding Courses

If courses must be dropped and/or added after classes begin, the procedure will begin at the Office of Academic Support. Preparation to drop and/or add courses at the designated times during final registration (prior to classes starting) must be made in the event a change in your pre-registration schedule is needed.

You need to check with your Athletics Academic Coordinator to make sure that classes are available to add and that you have met the prerequisites to do so. If you should happen to drop a class, and then you find out that your new choice is full, you may be ineligible since you will drop below 12 hours. Any financial hold will prevent you from dropping and/or adding a course.

If a student-athlete drops a class after the “Last Day to Drop”, the student-athlete will have the responsibility to pay for that class. The Athletic Department will **NOT** pay for a class if a student-athlete drops after that date.

Internet/Outreach Course Policy

Internet and outreach courses, while not the most preferred option for class scheduling, are a possibility. In order for a student-athlete to enroll in an internet or outreach course the following guidelines must be strictly adhered to.

1. A written request must be received by the Assistant AD for Academic Services. This request should include written documentation from the student-athlete’s major (campus) advisor as to why the internet/outreach course is the preferred option.
2. To be eligible for enrollment the student-athlete must have a cumulative GPA of 2.75 or higher and be of sophomore status academically.
3. A student-athlete must submit valid reason(s) for enrolling in the course. These include but are not limited to:
 - a. Needed for graduation in immediate term, and course is unavailable any other time.
 - b. Scheduled class time (on-campus) causes conflict with practice time, travel time and/or competition.
 - c. Course is only offered over internet or through outreach and is required for graduation.
4. Each student-athlete may be allowed to enroll in internet/outreach courses beginning their sophomore year (academically).
5. Each request will be reviewed by the Assistant AD for Academic Services for approval.
6. If above guidelines are not adhered to, scholarship student-athletes may be held financially responsible for enrolled course(s), and there may be NCAA eligibility implications.

7. Exceptions to above policy may only be granted by the Senior Associate Athletic Director for Internal Operations.
8. For outreach courses, a student-athlete must be enrolled in a minimum of 12 hours **excluding** the outreach class.

Obtaining an Advisor

If you are undeclared, you will be assigned a personal advisor in the Center for Advising & Career Services. Once you declare a major, you will be assigned a faculty/staff advisor in your major. If you should change your major, we request that you meet with your previous advisor and that you complete the proper paperwork with the Office of the Registrar. Your Athletics Academic Coordinator will assist you with pre-advising and will be a source for questions regarding registration, advising, etc.

Official Visits

All official visits forms must be evaluated and approved for academic requirements by the Assistant AD for Academic Services. For high school students, each coach must attach a copy of the student's high school transcript and a copy of either their ACT or SAT test scores. For transfer students, a copy of the student's college transcript (or transcripts if they have attended multiple schools) must accompany the official visit form. All prospective student-athletes must also register with the NCAA Clearinghouse (and be added to the UW IRL) before coming on an official visit. These procedures will allow for a quick and accurate evaluation of the student's academic record.

Prospective Student-Athletes

If prospective student-athlete (PSA) forms are needed, please see the Assistant AD for Academic Services. If you would like an evaluation of a student's academic record prior to an official visit, for recruiting purposes, please fill out the PSA form and return it with copies of transcripts, test scores and current schedules as appropriate. These forms need to be returned to the Assistant AD for Academic Services for evaluation.

Repeating A Course

Do **NOT** repeat a course without written permission from your Athletics Academic Coordinator. Your eligibility may be jeopardized by repeating a course you have previously passed.

Tutors

The Office of Academic Support will provide a base group of tutors for evening study hall and by appointment. If a student needs a tutor for a specific subject area or for a specific major, they need to let our staff know as soon as possible. The tutor coordinator and the Assistant AD for Academic Services must approve the hiring of all tutors. We are unable to pay a tutor until they have followed the proper hiring procedures. Please send all prospective tutors to the Office of Academic Support as soon as possible.

Withdrawing from a Course

Before you withdraw from a course, you must meet with your Athletics Academic Coordinator so that you do not jeopardize your eligibility. If you should drop below 12 hours, you will become ineligible for practice, competition and athletic financial aid (if applicable).

STUDY TABLE POLICIES AND HOURS

OAS Study Table Procedures

1. The OAS staff will monitor all study hall hours in the RAC. All hours must be completed in the RAC or another location with an Athletics Academic Coordinators approval.
2. Students who are required to complete study hours are asked to swipe their student ID cards when they come in and when they leave.
3. The WAR Room will be available for all evening study time unless otherwise notified.

Study-Area Rules

1. Cell phones must be turned off and not used in study hall. If your phone rings or you are found talking on your cell phone, you will be asked to leave.
2. Computers are for academic use. Game-playing, accessing inappropriate materials or other non-academic use of computers is not allowed. Personal emailing is allowed for a maximum of ten minutes.
3. Inappropriate or offensive screensavers are not tolerated. Anyone with such a screensaver, as judged by OAS staff, will be asked to change it immediately.
4. Accessing Facebook, MySpace, chat rooms, and other like sites is prohibited.
5. No food or drinks allowed in study hall.
6. No tobacco of any kind is allowed.
7. Conversation must be kept to a minimum in the west side of study hall and should only concern class assignments. No conversation is allowed on the east side of study hall, which is reserved for silent study.
8. When available, student may utilize the group study rooms or use tables in the WAR room in the evening for group study.
9. Please dress appropriately when in the OAS.
10. All student-athletes should come to study hall prepared to study. Bring homework and assignments.
11. Student-athletes with study hall hours must swipe in with their ID card when they arrive and leave. If you do not have your ID card or if you would like to receive hours for studying done outside of study hall, see OAS staff.
12. Tutors will be available as posted on the bulletin board on the west side of study hall. Contact information is also posted so that you can make individual appointments.
13. OAS staff will ask you to leave study hall for excessive conversation, noise, inappropriate behavior or breaking any other study hall rules.
14. If you are asked to leave, you will do so quietly and quickly.
15. Continued or frequent disruptions of study hall may result in your suspension or dismissal from study hall for an extended period of time.
16. If you do not agree with a policy or practice in the OAS, you may visit rationally with the Assistant AD for Academic Services.

Fall 2007 Study Table Hours

- **Evening study hall begins Tuesday, September 4th at 6:00 pm.**
- **Study hall will be open during the following times:**

Sunday:	6:00 pm - 8:00 pm
Monday:	8:00 am - 9:00 pm
Tuesday:	8:00 am - 9:00 pm
Wednesday:	8:00 am - 9:00 pm
Thursday:	8:00 am - 9:00 pm
Friday:	8:00 am - 5:00 pm

ADDITIONAL SERVICES OFFERED

Tutoring

All student-athletes are encouraged to use tutors early and frequently. Many tutors are available nightly at drop-in tutoring hours, Sun 6-8 p.m. and Monday – Thursday 7-9 p.m. Tutors are also available for individual appointments for students who need continued help in a subject or who have other needs. Individual appointments are highly encouraged for anyone struggling in a class.

Please see Gwen Cotterman for a list of tutors with hours and contact information.

Mentoring

Student-athletes who would benefit from additional one-on-one time with a mentor are welcome to partake in the mentoring program. In this program, student-athletes are paired with a mentor to provide guidance in various aspects of their lives, including academics, time management, stress, etc. If you think one of your student-athletes could benefit from this program, please let your team's academic coordinator know.

Career Development

The Office of Academic Support provides resources for student-athletes in the following areas: major selection, resume writing, career exploration, connection to businesses and general career advice. All student-athletes are encouraged to submit their resume for inclusion in the UW Student-Athlete Resume CD, sent out to businesses interested in hiring UW student-athletes.

Community Service

Student-athletes are encouraged to get involved with the local community as time and their commitments allow. In order to facilitate this, the Office of Academic Support publicizes volunteer opportunities and organizes events that link the needs of the community with UW athletics. This helps to create goodwill within the community and promote a good image of the student-athletes in the community. Annual projects include: Adopt-a-Highway, Student-Athlete Advisory Committee (SAAC) Christmas Party, reading to kids, spring field day and Halloween pumpkin decorating.

Personal Development

As part of the CHAMPS/Lifeskills program, the athletic department is committed to fostering the personal development of all student-athletes. As part of this effort, the Office of Academic Support hosts mandatory Eating Disorder/Depression and Alcohol screenings annually. Other programming is developed based on opportunity and the needs of the student-athletes.

CHOICES GRANT INFORMATION

The Office of Academic Support and the Alcohol Wellness, Alternatives, Research, & Education (AWARE) Program have been awarded a \$30,000 three-year NCAA grant for the Cowboy CHOICES program, designed to involve athletics in expanded alcohol education on campus. Disbursement of the funds takes place on the following cycle: Year One: \$15,000; Year Two: \$10,000; Year Three: \$5,000. This grant provides start-up funds for an exciting long-term project that solidifies the cross-campus partnership between the Athletic Department and the University Counseling Center.

As we begin our third and final year, it is imperative that student-athlete involvement increases as we work to institutionalize the programs that have been developed through this program.

This project proposes to prevent underage and excessive alcohol consumption among college students via a peer involvement program and social norm campaign. The program will have three main focuses, outlined below:

- **Cowboy CHOICES Leadership Team**: A group of student-athletes and other college students will be trained in best practices for the reduction of risky drinking behavior. Combining this knowledge and their own experiences, they will be asked to lead the development and implementation of the alcohol education program. This team will also serve as peer mentors and lead workshops for their fellow students.
- **Campus Prevention/Early Intervention Programming**: Members of the Cowboy CHOICES Leadership Team will conduct small-group workshops with students, designed to increase awareness and critical reflection of drinking behaviors. This will heighten students' awareness of their behavior, as well as increase their understanding of responsible behaviors. Target audiences will be first-year students, student-athletes, Greek members and other student groups.
- **Targeted Social Norm Campaign**: This campaign will focus on changing misperceptions about the drinking behavior of selected populations who may be at higher risk for excessive use (i.e. Greek members, student-athletes, first-year students). The campaign will strive to alter peer group environments and norms in which high-risk drinking takes place. All materials will contain targeted messages of safety, responsibility, healthy choices and policy reminders. Posters, public service announcements at athletic events, ads, buttons, magnets, etc. will be used to disseminate the message.

Overall goals of this program will be to:

1. Reduce high-risk drinking and related behaviors among all college students;
2. Alleviate misperceptions concerning alcohol use and practices at UW with targeted high risk groups; and
3. Enhance the leadership skills and responsibility of college students involved in the Leadership Team.

The success of the Cowboy CHOICES program depends upon the involvement and support of student-athletes, coaches and athletics staff. Coaches can support the program by encouraging their student-athletes to get involved and by integrating programming into a small number of team meetings.

CHAMPS CUP INFORMATION/CRITERIA

Each section is worth 100 points, with a total of 500 points possible. Points are awarded on a team basis. Opportunities for bonus points may be made available.

ATHLETICS

Activity	Possible Points	Point Scale	Points Awarded
Winning record	60		
Won 75% of competitions or more		60	
Won 50-75% of competitions		50	
Won 30-49% of competitions		35	
Won less than 30% of competitions		20	
Place in Conference	30		
First		30	
Second		25	
Third		20	
Fourth		15	
Fifth		10	
Sixth		8	
Seventh		6	
Eighth		4	
Post-Season Play	10+		
Final ranking in top 25 in nation		5	
Advancement to NCAA postseason		5	
All-Americans		5 each	

CAREER DEVELOPMENT

Measurement	Max Points	Point Scale	Points Awarded
Participation in workshops	40		
Average of 90-100% attendance		40	
Average of 75-89% attendance		30	
Average of 50-75% attendance		20	
Average of 25-49% attendance		15	
Average of 5-25% attendance		10	
Average of 4% or lower		5	
Participation in Resume CD	60		
Average of 90-100% attendance		60	
Average of 75-89% attendance		50	
Average of 50-75% attendance		40	

Average of 25-49% attendance	30
Average of 5-25% attendance	20
Average of 4% or lower	10

ACADEMICS

Measurement	Max Points	Point Scale	Points Awarded
Overall Team Fall GPA	40		
3.50-4.00		40	
3.25-3.49		35	
3.00-3.24		30	
2.75-2.99		25	
2.50-2.74		20	
2.00-2.49		10	
Overall Team Spring GPA	40		
3.50-4.00		40	
3.25-3.49		35	
3.00-3.24		30	
2.75-2.99		25	
2.50-2.74		20	
2.00-2.49		10	
Improvement in Team GPA from Fall to Spring	20		
Improvement by .50 point or more		20	
Improvement by .33-.49 point		17	
Improvement by .25-.33 point		15	
Improvement by .13-.24		10	
Improvement by .01-.12 point		5	

COMMUNITY SERVICE

Measurement	Max Points	Point Scale	Points Awarded
Participation in community service events	60		
Average of 90-100% involved		60	
Average of 75-89% involved		50	
Average of 50-75% involved		40	
Average of 25-49% involved		30	
Average of 5-25% involved		20	
Average of 4% or lower involved		10	
Hours per person on team	40		
Average of 5+ hours/person		40	
Average of 4-5 hours/person		35	
Average of 3-4 hours/person		30	
Average of 2-3 hours/person		25	
Average of 1-2 hours/person		20	
Average of less than 1 hour/person		15	

PERSONAL DEVELOPMENT

Measurement	Max Points	Point Scale	Points Awarded
Participation in non-mandatory events	40		
Average of 90-100% attendance		40	
Average of 75-89% attendance		45	
Average of 50-75% attendance		30	
Average of 25-49% attendance		25	
Average of 5-25% attendance		20	
Average of 4% or lower		10	
Participation in mandatory events	40		
Average of 90-100% attendance		40	
Average of 75-89% attendance		45	
Average of 50-75% attendance		30	
Average of 25-49% attendance		25	
Average of 5-25% attendance		20	
Average of 4% or lower		10	
Active SAAC representative	20		
No unexcused absences		20	
1 unexcused absence		15	
2 unexcused absences		10	
3 unexcused absences		5	
4 or more unexcused absences		0	

STUDENT-ATHLETE ADVISORY COMMITTEE (SAAC) **INFORMATION**

The mission of the University of Wyoming SAAC is to enhance the quality of life of student-athletes and to promote a positive student-athlete image both on and off campus. SAAC is composed of at least one representative from each team with more individuals welcome as interest and team size warrants.

Representatives are required to attend all SAAC meetings, generally held every other Wednesday at 6:00 p.m. Three or more unexcused absences will result in dismissal from SAAC. Please encourage your team rep to attend all meetings and provide them a venue to make announcements to the team on an average of a weekly basis.

SAAC Officers for 2007-2008

President	Tanya Halliday
Vice President	Max Curnow
Secretary	Tamara Lehnertz
PR	Corina Lazar

Team SAAC Representatives for 2007-2008

Dominique Sisk	Women's Basketball
TBD	Cheerleading/Dance
Brandon Haugen	Football
Michael Ray	Football
Levi Bell	Men's Swimming
Emily Huth	Women's Swimming
Travis Nelson	Men's Basketball
Megan Ramsey	Trainers
Nikki Peterson	Women's Track
Tasha Weishahn	Volleyball
Colby Harris	Sports Medicine
Cory VomBaur	Wrestling
TBA	Women's Golf
TBA	Men's Track

OAS CONTACT INFO

Conrad Chavez – Assistant Athletic Director for Academic Services

Phone (W): 307-766-5331

Phone (Cell): 307-760-2706

Email: reds@uwyo.edu

Katie Ludwin – Academic Coordinator

Phone (W): 307-766-4037

Phone (Cell): 307-760-6560

Email: kludwin@uwyo.edu

Henrietta Shingleton – Academic Coordinator

Phone (W): 307-766-4077

Phone (Cell): 307-760-8230

Email: hms@uwyo.edu

Gwen Cotterman – Academic Coordinator

Phone (W): 307-766-2075

Phone (Cell): 307-760-8230

Email: gcotterm@uwyo.edu

TBA – Academic/APR Coordinator

ACADEMIC CALENDAR (2007-2008)

Fall 2007

Date	Event
August 27	Classes begin; Late registration (\$25 fee) and drop/add begins.
August 31	Tuition/Fees due, strictly enforced.
August 31	Last day to drop for first-half block courses
September 3	Labor Day Holiday - classes excused, university offices closed.
September 4	Last day to add first-half block courses
September 6	Last day to drop or change sections in semester courses - strictly enforced.
September 10	Last day to add, late register, or change grading options in semester courses - strictly enforced
September 10	Last day to make changes to health insurance selection
September 28	Last day to withdraw from courses which meet the first half of the semester.
October 19	Midsemester
October 23	Last day to drop or change sections for courses which meet the second half of the semester
October 24	Midterm grades must be submitted online by 12:00 noon
October 24	Last day to add or change grading options for courses which meet the second half of the semester
Oct./Nov. 29-2	Advising Week for Spring 2008
November 2	Last day to withdraw from individual semester courses
November 5	Registration for Spring 2008 begins for continuing students
November 21-23	Thanksgiving Break - classes excused; university offices closed (Nov. 22-23)
November 26	Registration for Spring 2008 begins for new or re-enrolling students
November 27	Last day to withdraw from courses which meet the second half of the semester
November 30	Last day to withdraw from the university for Fall 2007
December 7	Last day of classes
December 10-14	Finals Week
December 20	Final Grades must be submitted online by 12 noon
January 4	Outreach Grades for Online Courses must be submitted online by 12 noon

Spring 2008

Date	Event
January 14	Classes begin; Late registration (\$25 fee) and drop/add begins.
January 16	Last day to drop for first-half block courses
January 18	Tuition/Fees due, strictly enforced.
January 18	Last day to add first-half block courses
January 21	Martin Luther King Jr./Wyoming Equality Day - (classes excused, university offices closed)
January 24	Last day to drop or change sections in semester courses (<i>strictly enforced</i>)
January 28	Last day to add, late register or change grading options in semester courses
January 28	Last day to make changes to health insurance selection.
February 21	Last day to withdraw from first-half block courses
March 7	Midsemester
March 12	Midterm grades must be submitted online by 12 noon
March 11	Last day to drop second-half block courses
March 12	Last day to add second-half block courses
March 17-21	Spring Break (classes excused)
March 21-23	Easter Break (classes excused)
March 24-28	Advising Week for fall 2008
March 28	Last day to withdraw from individual semester courses
March 31	Registration for fall 2008 begins
April 22	Last day to withdraw from second-half block courses
April 25	Last day to withdraw from university for spring 2008
May 2	Last day of classes
May 5-9	Finals Week
May 9	Residence halls close (8 p.m.)
May 10	Commencement (see individual colleges for commencement information)
May 15	Final Grades must be submitted online by 12 noon
May 15	Outreach Grades for Online Courses must be submitted online by 12 noon

Subject to change on not less than 30 days notice unless an actual emergency arises, in which event the administration may exercise its option to make any change without notice.

APPENDICES

University of Wyoming Student-Athlete Survey

This is your chance to grade us! Please fill out this survey honestly to let the Office of Academic Support-Athletics (OAS) know how we are doing.

Sport: _____ Year in School: _____

How useful are the following in telling you about: tutors, events, deadlines, registration?
(Please rank by: 1=very useful, 2=kind of useful, 3=not useful)

Bulletin Board in OAS Dry-Erase Board in OAS Fliers WyoWeb group
 OAS Staff Coaches Teammates Other: _____

How helpful is the staff in the Office of Academic Support?

Very helpful Sometimes helpful Not very helpful
 Never visited Don't know who works there

When and why do you usually visit the Office of Academic Support and the staff?

How helpful do you find the following academic tools?

Student planner	<input type="checkbox"/> Very helpful	<input type="checkbox"/> Kind of helpful	<input type="checkbox"/> Not helpful	<input type="checkbox"/> Do not use
Weekly meetings	<input type="checkbox"/> Very helpful	<input type="checkbox"/> Kind of helpful	<input type="checkbox"/> Not helpful	<input type="checkbox"/> Do not use
Resource Library	<input type="checkbox"/> Very helpful	<input type="checkbox"/> Kind of helpful	<input type="checkbox"/> Not helpful	<input type="checkbox"/> Do not use
Tutors	<input type="checkbox"/> Very helpful	<input type="checkbox"/> Kind of helpful	<input type="checkbox"/> Not helpful	<input type="checkbox"/> Do not use
Group study rooms	<input type="checkbox"/> Very helpful	<input type="checkbox"/> Kind of helpful	<input type="checkbox"/> Not helpful	<input type="checkbox"/> Do not use
Computer lab	<input type="checkbox"/> Very helpful	<input type="checkbox"/> Kind of helpful	<input type="checkbox"/> Not helpful	<input type="checkbox"/> Do not use
Studying space	<input type="checkbox"/> Very helpful	<input type="checkbox"/> Kind of helpful	<input type="checkbox"/> Not helpful	<input type="checkbox"/> Do not use
Evening study hall	<input type="checkbox"/> Very helpful	<input type="checkbox"/> Kind of helpful	<input type="checkbox"/> Not helpful	<input type="checkbox"/> Do not use

Do you have any comments/suggestions about any of these academic tools?

What do you think about the CHAMPS Cup Competition this year?

It's great It's okay Don't like it Never participated Didn't know about it

What changes/comments would you like to make involving the CHAMPS program?

Please select your interest level in programs or events on all of the following issues
(1=very interested, 2=kind of interested, 3=not interested).

- | | | |
|--|--|--|
| <input type="checkbox"/> Alcohol | <input type="checkbox"/> Gambling rules | <input type="checkbox"/> Sexuality (LGBT issues) |
| <input type="checkbox"/> Career mentoring
(How to get a job) | <input type="checkbox"/> Gender violence/dating | <input type="checkbox"/> Sports motivation |
| <input type="checkbox"/> Choosing a Major | <input type="checkbox"/> Grad School | <input type="checkbox"/> Sportsmanship |
| <input type="checkbox"/> Direct connections to
businesses for
jobs/internships | <input type="checkbox"/> Mentoring for new
student-athletes | <input type="checkbox"/> Study skills |
| <input type="checkbox"/> Diversity | <input type="checkbox"/> Note-taking | <input type="checkbox"/> Test prep/taking |
| <input type="checkbox"/> Drugs/Banned
substances | <input type="checkbox"/> Nutrition | <input type="checkbox"/> Transitions from high
school/college/working |
| | <input type="checkbox"/> Relationships | <input type="checkbox"/> Volunteering |
| | <input type="checkbox"/> Resumes | <input type="checkbox"/> Writing skills |

Which of the above areas do you think are issues for UW student-athletes?

What events/workshops/speakers on campus did you attend this year (i.e. Resume workshop, Where there's a Will, There's An A, Speakers, etc.) and what did you think of them?

Event (please fill as many as necessary)

- | | | | |
|-------|--------------------------------------|---|-------------------------------------|
| _____ | <input type="checkbox"/> Very useful | <input type="checkbox"/> Sometimes useful | <input type="checkbox"/> Not useful |
| _____ | <input type="checkbox"/> Very useful | <input type="checkbox"/> Sometimes useful | <input type="checkbox"/> Not useful |
| _____ | <input type="checkbox"/> Very useful | <input type="checkbox"/> Sometimes useful | <input type="checkbox"/> Not useful |
| _____ | <input type="checkbox"/> Very useful | <input type="checkbox"/> Sometimes useful | <input type="checkbox"/> Not useful |

What type of workshops are you interested in?

What motivates you to attend workshops?

How happy have you been with the volunteer activities organized through athletics/SAAC?

- Very happy Generally happy Not happy Never participated
 Didn't know about volunteer activities

Please select your interest level in the following volunteer projects
(1=very interested, 2=kind of interested, 3=not interested).

- | | | |
|---|--|--|
| <input type="checkbox"/> Adopt-a-Highway
cleanup | <input type="checkbox"/> Community events
working with adults | <input type="checkbox"/> Tutoring kids |
| <input type="checkbox"/> Athletic-Related
activities with kids | <input type="checkbox"/> Food/Clothing drive | <input type="checkbox"/> Visiting classrooms |
| <input type="checkbox"/> Being a speaker | <input type="checkbox"/> Mentoring kids | <input type="checkbox"/> Working with the
elderly |
| | <input type="checkbox"/> Reading to kids | <input type="checkbox"/> Habitat for Humanity |
| | <input type="checkbox"/> Team projects | <input type="checkbox"/> Other: _____ |

Do you have any other comments/suggestions?

2007 STUDENT-ATHLETE SURVEY RESULTS

Student-Athlete Survey Summary and Conclusions

The fourth year of the student-athlete survey regarding the OAS has given many results that are consistent with the past along with a few results that bring new opinions and information to light. Areas of strength and areas of improvement have been identified through the survey results.

Areas of Strength:

Satisfaction with the OAS Staff has remained high at 67.8%. Use of tutors has increased, and satisfaction with tutors remains about the same as 2006 at over 40%. Communication methods have remained consistent with people, ranking top three in information source usefulness (OAS staff, Coaches, and Teammates). Overall, all academic tools have been very useful to a significant number of people with the computer lab and study area ranking very high consistent with the past.

The programs on Gender Violence and Resumes were ranked outstanding in terms of their usefulness. The program Where There's a Will There's an A was also ranked well by attendees. Volunteer activity satisfaction was generally good, and interest in volunteering is high (especially with activities involving children).

Areas of Improvement:

The helpfulness of tutors can always be improved. Although satisfaction with the tutors is up, it is still not as high as it can be. Another area of improvement is study hall. The evenings were stated as "too noisy and chaotic" and there were several requests for increased hours in the evenings and weekends.

CHAMPS Cup awareness is still very low, and of those students who did participate the approval rating is mediocre at best. More advertising and communication are needed to pick this program off of the ground. Also more coach involvement would be a great help for the CHAMPS program.

Interest in programs in the Lifeskills areas is consistent with the past along with areas of concern. Many athletes believe that alcohol, study skills, and nutrition are still large issues among UW student-athletes. These issues still need to be further addressed.

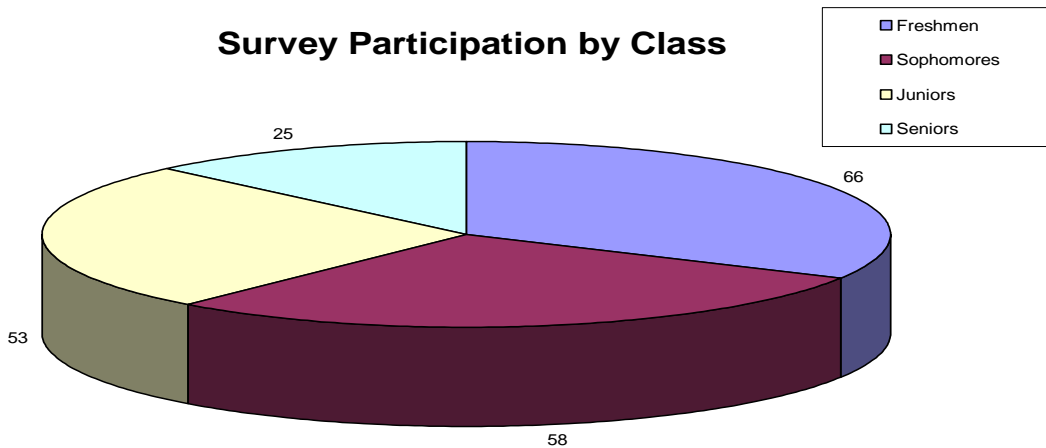
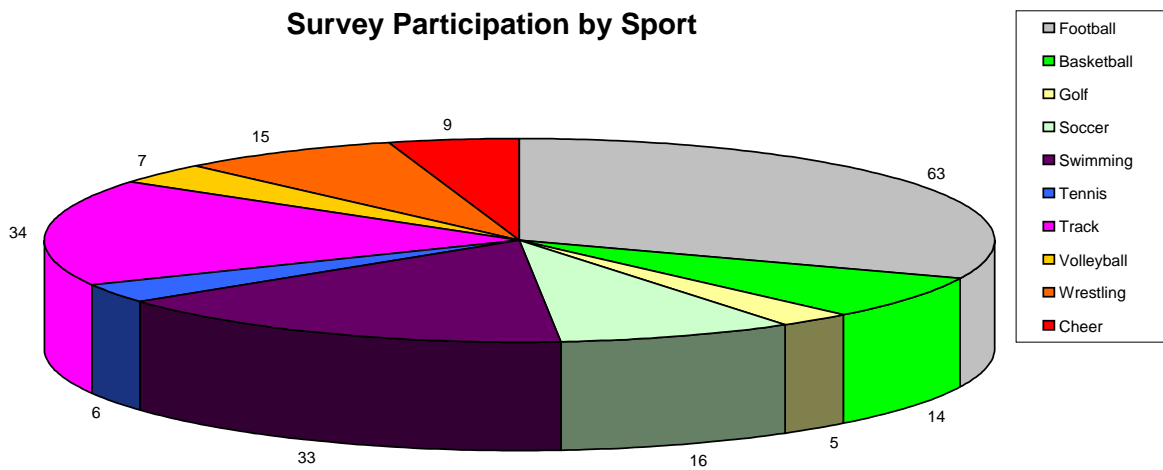
2007 Office of Academic Support Student-Athlete Survey Results

Introduction:

The student-athlete survey was given by the Office of Academic Support in April of 2007 to athletes from every team on campus. The survey was designed to assess the usefulness and success of various programs run by the OAS. The survey evaluated the effectiveness of areas such as communication methods, the OAS staff, academic tools, CHAMPS cup, Lifeskills areas, event usefulness, and interest in volunteering.

Student-Athlete Response:

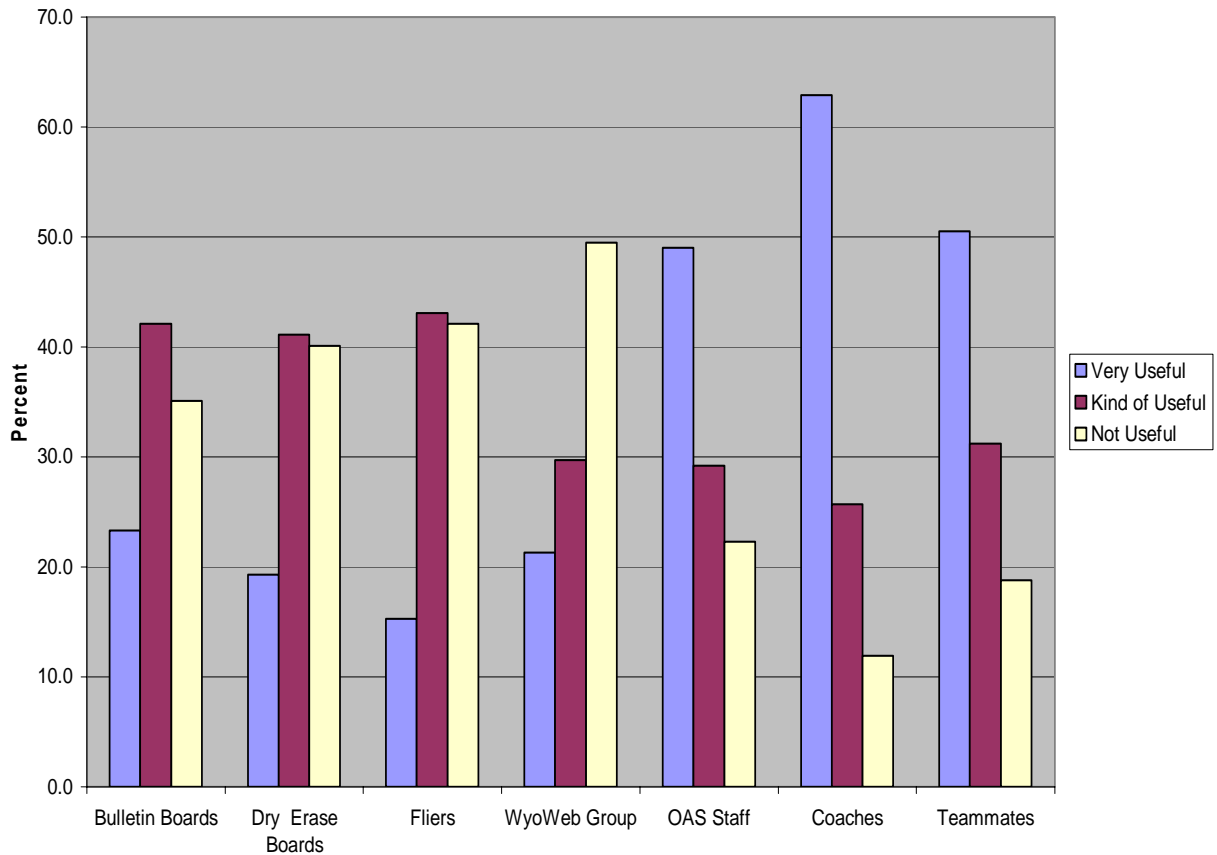
The survey was distributed during the mandatory alcohol screening in April. Every team was represented in the responses as well as every class. Overall we had a response of 203 athletes, down from 234 in 2006, but still significantly higher than previous years. Following is a breakdown of who participated:



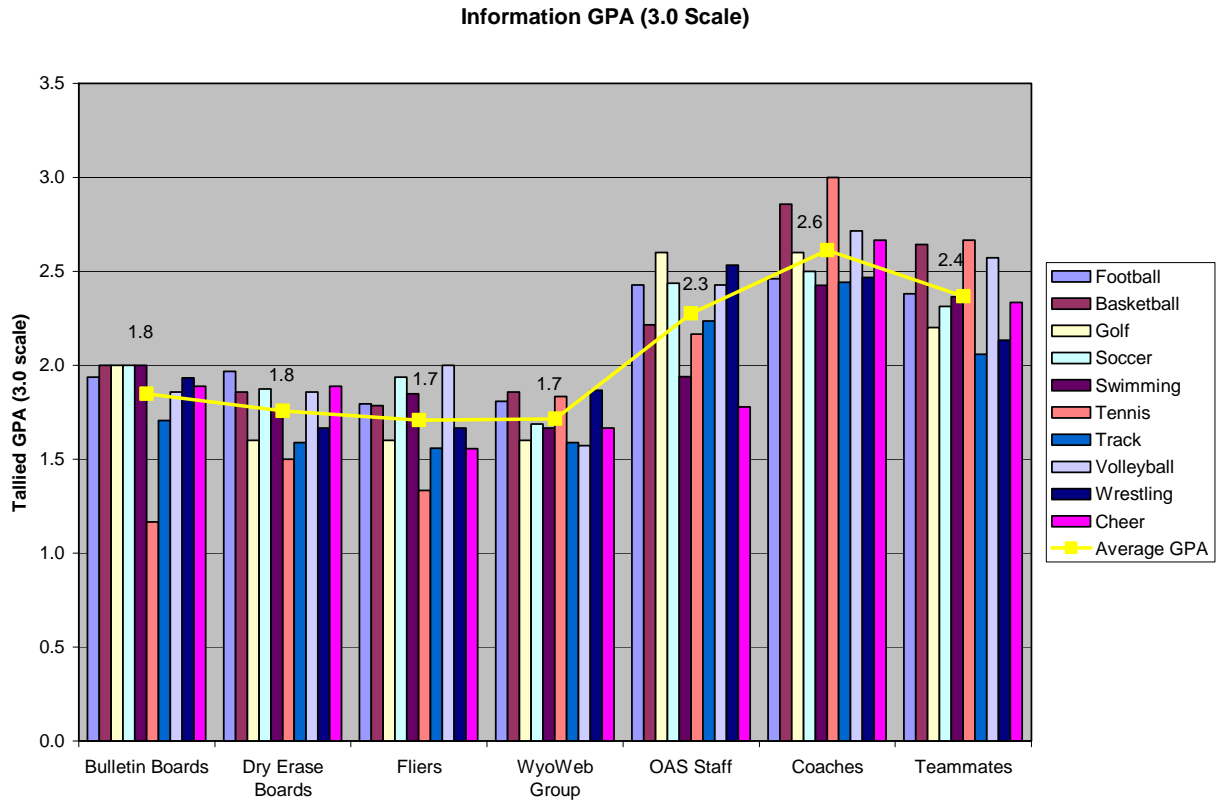
Communication Methods:

The following graph presents the usefulness of various means of communication. These communication methods are used to announce tutors, events, deadlines, registration, and various other athletic department announcements. Students were asked to rank the communication methods as "very useful", "kind of useful", or "not useful". Consistent with the results in the past, the most useful means of communication is through people (coaches, OAS staff, and teammates). Written forms of communication were less useful, but every communication form had at least 10% claim it as very useful. The WyoWeb group received the most votes for "not useful", but the newness of the program may have affected the rating because many students do not yet use WyoWeb.

Information Usefulness

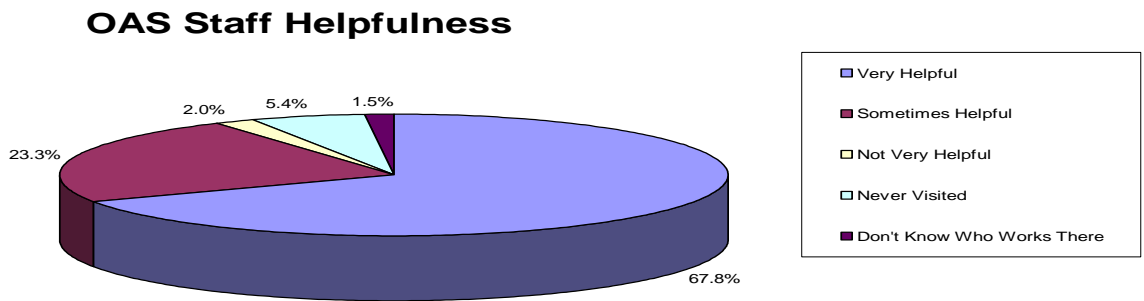


By team there was a variety of opinion on the usefulness of information. We have devised a system to give each communication method a GPA on a 3.0 scale. Each team awarded the communication methods a GPA and the average GPA given by all teams is shown with the yellow line.



OAS Staff:

The students were asked to evaluate the usefulness of the OAS staff. Results follow:



Students were also asked when and why they visit the OAS. Responses are as follows:

- Study Hall, Doing Homework 52

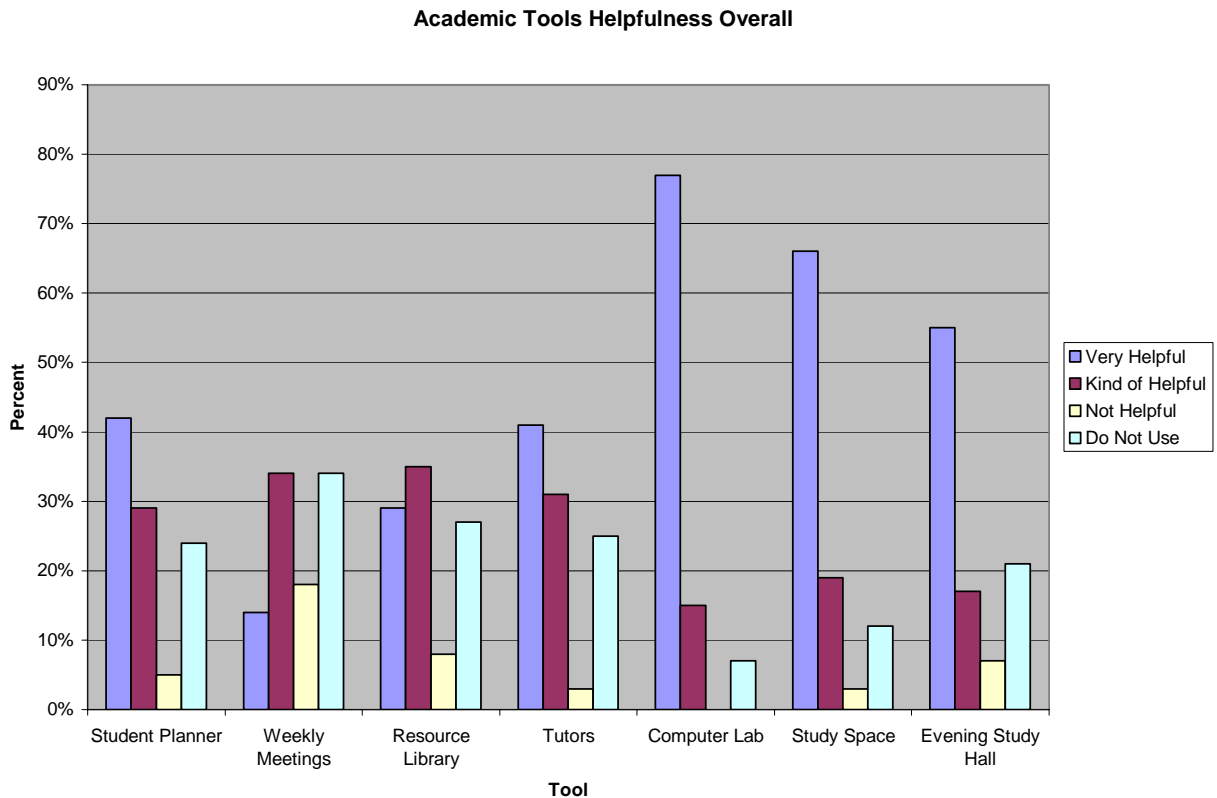
- Get Advice, Talk, Ask Questions 46
- Registration, Scheduling 43
- Tutors, Academic Help 29
- Weekly Meetings 29
- Bad Grades 21

Other reasons mentioned for coming to the OAS included using the computers, internet, or free printing, SAAC business, book returns, applications for summer aid, and to say hi.

This year's survey found a slight decrease in the helpfulness of the OAS staff from its high in 2006 of 73% to 67.8% in 2007. Of the people who do utilize the OAS staff, the vast majority found them useful in some way or another.

Academic Tools:

Students were asked to evaluate the usefulness of the academic tools provided by the OAS. They were asked to rate the tools as one of the following "very helpful", "kind of helpful", "not helpful", or "do not use". Results follow:



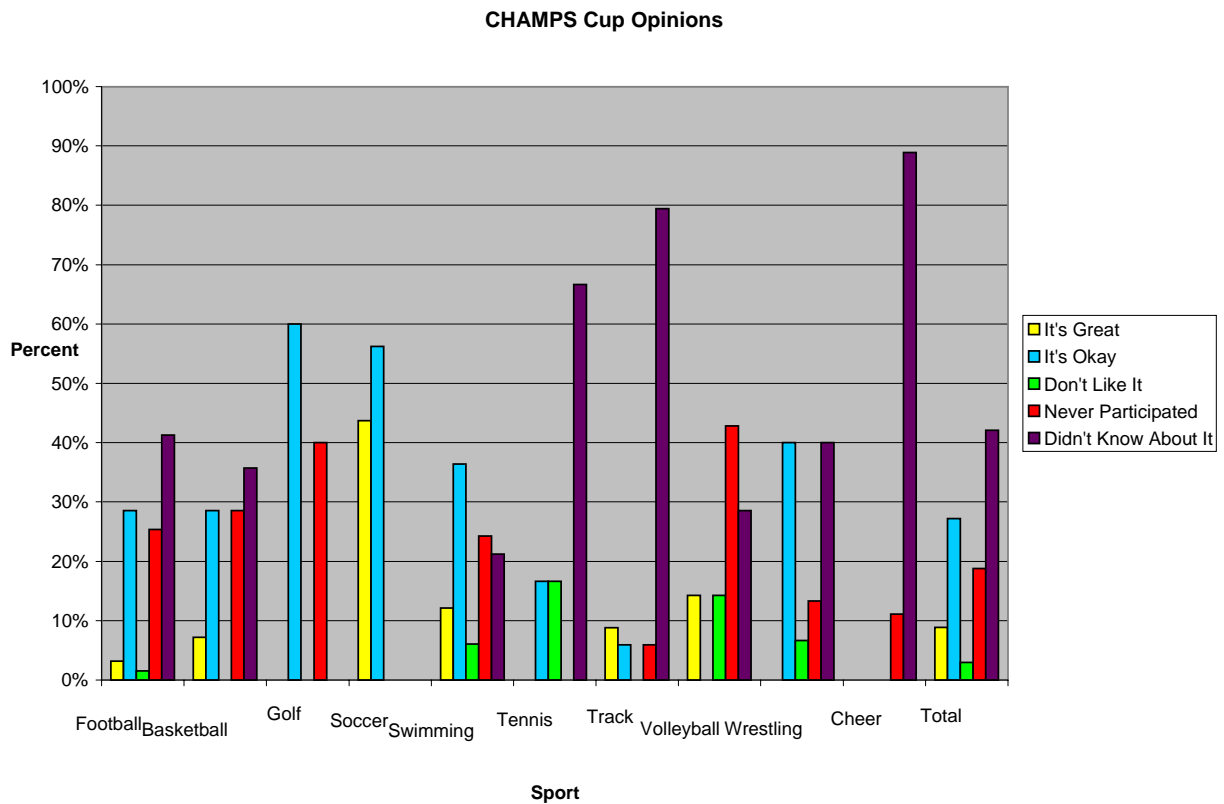
Overall, every tool received a rating of either "kind of helpful" or "very helpful" from students who utilize them. This year we saw an increase in the number of students who find the student planner very useful 42% up from 37% in 2006. Most other ratings remained more or less the same as their rating in 2006.

Comments received from the students regarding the academic tools include seven positive comments about the OAS and tutors, a few complaints about the noise level in study hall at night, a few requests for longer night and weekend hours, and a few comments about the availability of tutors and their expertise in their subjects not being sufficient.

Computer lab satisfaction has remained excellent with not a single rating as "not helpful". Areas of improvement include the helpfulness of weekly meetings, the resource library, and evening study hall.

CHAMPS Cup:

Students were asked their opinions regarding the CHAMPS Cup program in its third year running at UW. Opinions are as follows:



42% of student-athletes still do not know about the CHAMPS Cup program (down from 45% in 2006). Of the student-athletes who do know about the program, the majority feel it is "Okay". The team that feels the best about the CHAMPS Cup program is soccer, the team who has won the competition the past two years.

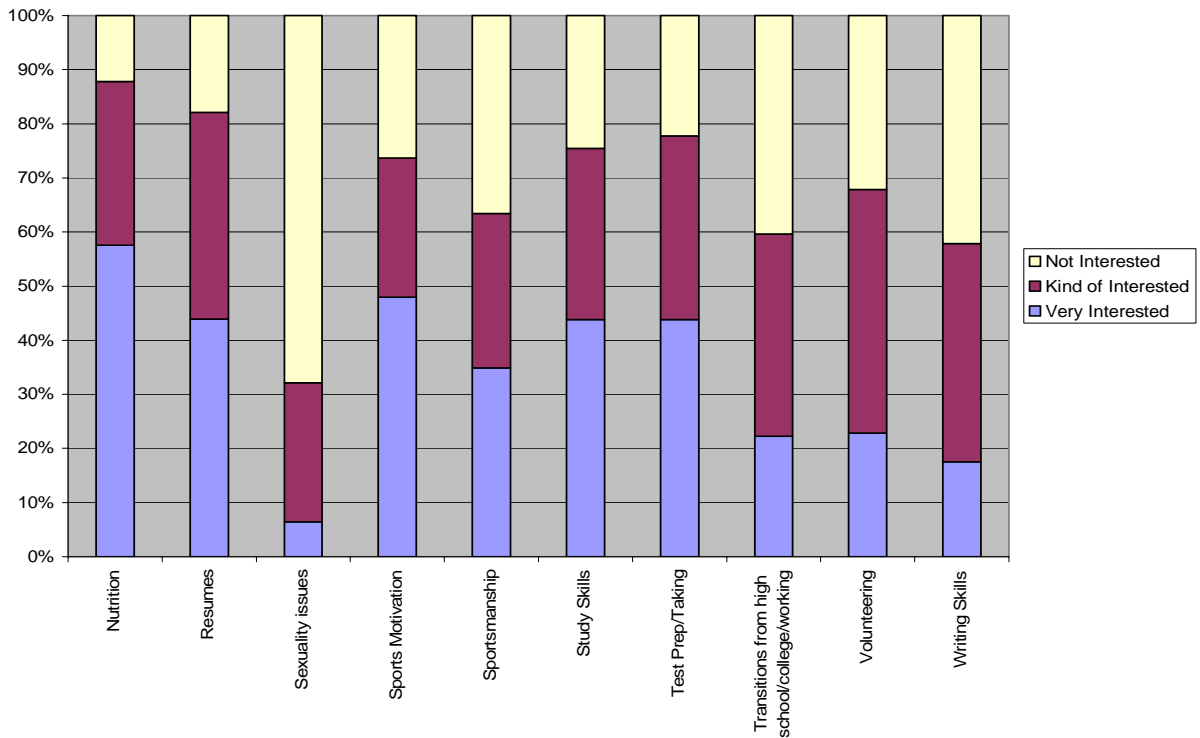
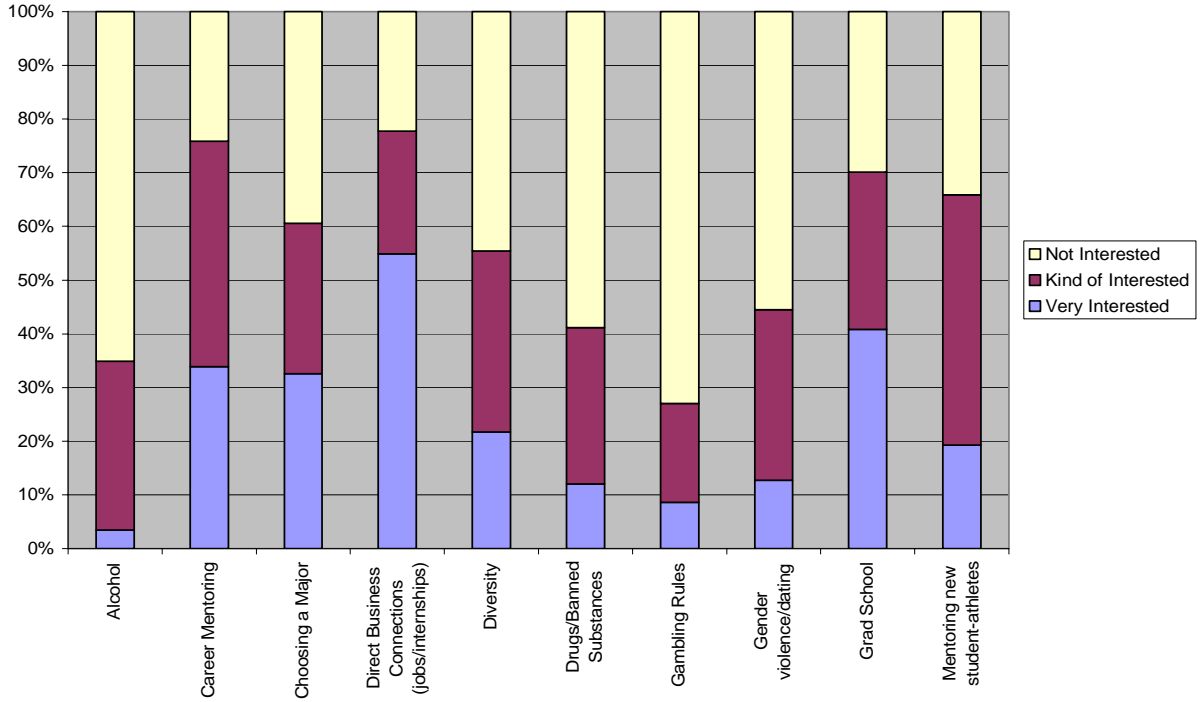
Written suggestions included better advertising and communication, more incentive to participate, more exciting activities, and more working with kids.

This is definitely an area of improvement in the OAS programs. However, it is a good sign that of the people who do know about the program very few reported they do not like the program.

Lifeskills Areas:

The student-athletes were asked to rate their interest in programs or events involving a wide variety of Lifeskills issues.

Program Interest



Program interest is most visible in the categories of nutrition, direct business connections, resumes, sports motivation, study skills, test preparation, and grad school. These areas are very consistent with areas of interest in the past.

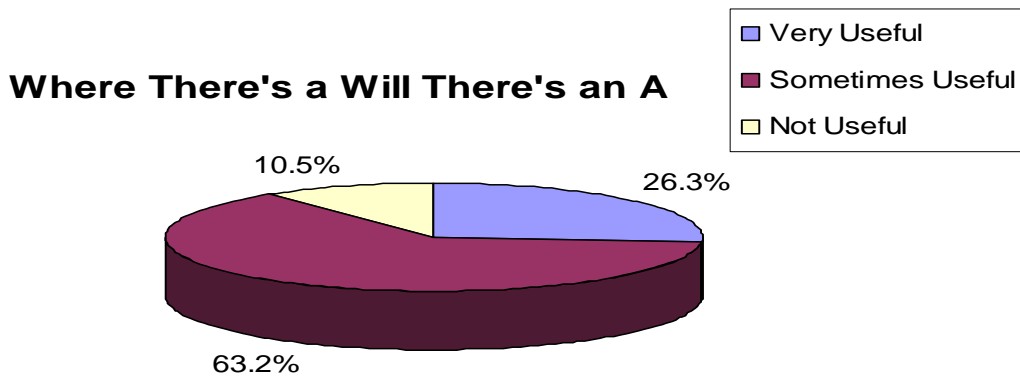
Students were also asked to write in which areas were issues for the student-athletes at UW. The following responses were given along with the number of students responding with each answer (only responses with more than 5 write-ins are included):

▪ Alcohol	52
▪ Study Skills	35
▪ Nutrition	30
▪ Transitions from High School/Jobs	22
▪ Drugs/Illegal Substances	19
▪ Career Mentoring	15
▪ Test Prep/Taking	14
▪ Choosing a Major	13
▪ Sportsmanship	12
▪ Sports Motivation	10
▪ All of the Lifeskills Issues	20

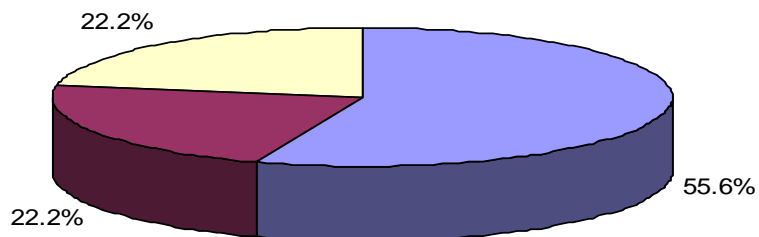
Alcohol has been the top issue for UW student-athletes every year of this survey. Study skills and nutrition have also been in the top three. All three of these issues continue to present themselves as areas that need addressing in the future.

Event Usefulness:

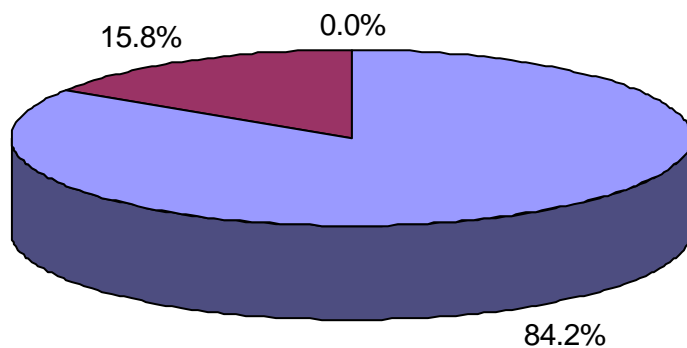
Students who participated in various events hosted by the OAS were asked to write the events and rate their usefulness. The results are as follows:



Gender Violence Workshop



Resume Workshop/Competitive Resource Group



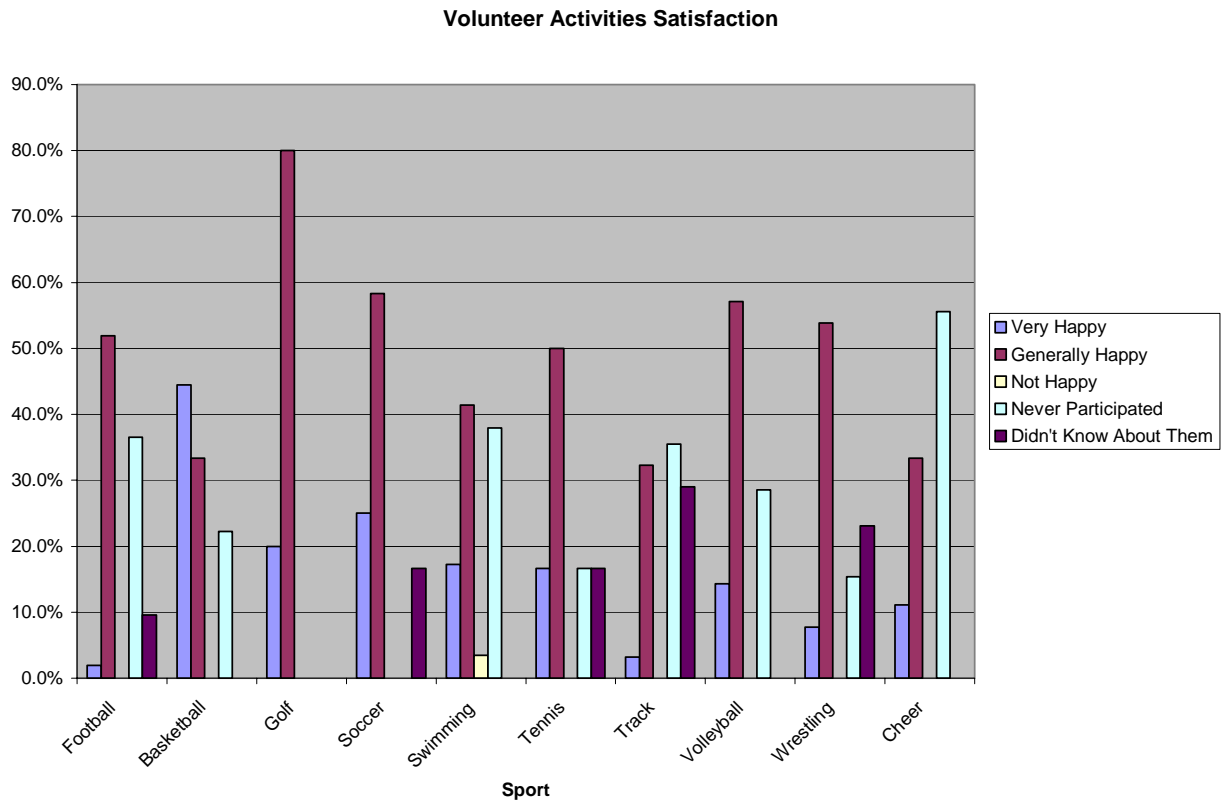
All three programs were considered more useful than not and once again the resume workshop was considered very useful by the vast majority of the student-athletes. Attendance at the resume workshop was lower than in the past. However, this may be the result of a lack of adequate advertising for the event.

Write-in interests in workshops included topics such as:

- Work, Jobs, Internships 28
- Nutrition, Health Promotion 10
- Resumes 9
- Grad School 8
- Academics, Choosing a Major 8

Interest in Volunteering:

Student-athletes were asked to rate their satisfaction with the volunteering programs presented by the OAS and the Student-Athlete Advisory Committee this year:



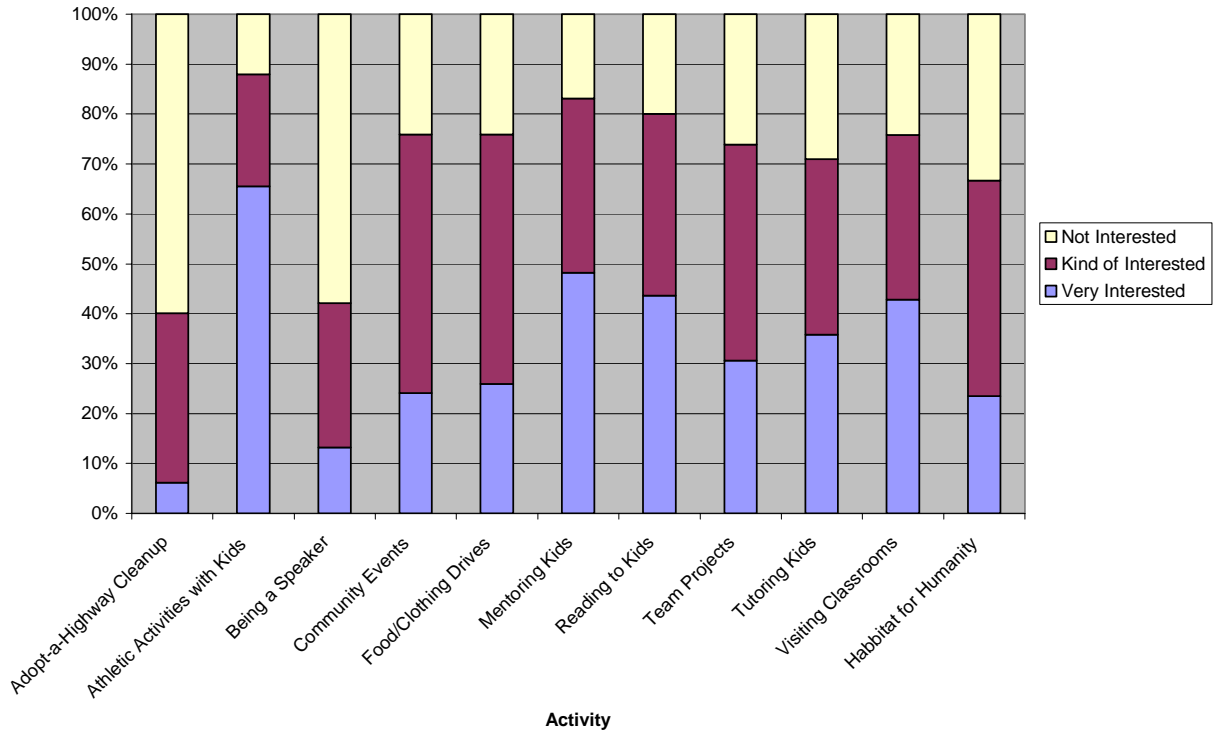
A large number of the student-athletes either didn't know about or didn't participate in the volunteering opportunities available. Of the students who did know about them, most of them were Generally Happy with the activities. Very few people stated they were not happy with the volunteering opportunities.

Better recruiting for volunteers, and activities more suited to the student-athlete interest, would help improve this area of the OAS further.

When asked to rank various volunteering activities the student-athletes once again greatly supported the idea of volunteer activities with kids (especially athletic activities). Areas of lowest interest included adopt-a-highway clean-up and being a speaker. However, the interest shown in each activity field represents enough volunteers for each activity to potentially be successful.

A full graphical representation of interest in each activity polled can be seen on the following page.

Volunteer Interest



Every volunteer activity rating over 40% involves kids. This should be considered when planning volunteer activities for the 2007-2008 academic year.

2007-2008 COACHES' ACADEMIC "CONTRACT"

To be completed and signed prior to the beginning of each semester.

Sport: Wrestling
Coaching Staff: Steven Suder, Matt Johnson, Ben VomBaur
Academic Coordinator: Conrad Chavez

Sport - (Example: Wrestling):

Coaching Staff - (Example: Steven Suder, Matt Johnson, Ben VomBaur):

Academic Coordinator – (Example: TBA):

ACADEMIC DEVELOPMENT:

1. Meeting Schedule for Coaches and Academic Coordinator (AC).

Weekly or Once Every 2 Weeks (*circle one*)

Day: _____

Time: _____

2. Meeting Schedule for Student-athletes and AC

- Who do you want me to meet with (i.e., all student-athletes, freshmen, “at-risk,” etc)?
Please attach typed list:
- How often (once a week, number of hours, etc) do you want me to meet with them?
Signify on attached typed list.
- Who are your “at-risk/special needs” student-athletes?

- Attach a typed list of those who are required to attend study hall and how much time each is required to complete each week.

3. Mid-Term Grade Reports/Grade Improvement Forms

- If a student-athlete who is currently **NOT** meeting with an AC/attending study hall/considered “at risk,” etc receives poor mid-term grades (below a C in *any* class), what do you want to occur? Please check all that apply.
 - Mandatory weekly meetings with AC (set by AC): _____
 - Mandatory study hall hours (number to be set by coach): _____
 - Other (please explain): _____
- Do you want to be notified immediately if a student-athlete does not pick-up and/or return his/her Grade Improvement Form to his/her AC (see below for explanation of form)?
 - YES _____

o NO _____

All student-athletes who receive a mid-term grade in any class below a C are required by their AC to pick-up a Grade Improvement Form. The form is prepared by the AC so all the student-athlete has to do is pick it up, take it to their instructor, have them complete it and return it to the AC. **The purpose of this form** (as evident from its title), is to outline everything that the student-athlete has to/can do to improve their grade (i.e., meeting with instructor, completing extra credit, etc). This enables the AC and the student-athlete to be proactive (not reactive) in improving their grade. Historically, there are student-athletes who do not pick-up and/or return the form.

4. Tutor Schedules for Student-Athletes

- Who do you want to utilize tutors (i.e., freshmen, “at-risk,” only student-athletes who request a tutor, etc)? Please attach a typed list.
- Do you want the student-athletes to meet with the tutor for a specific period of time or does the student-athlete determine how long he/she needs?

5. Do you want to be notified immediately if a student-athlete misses an academic meeting or tutoring session?

YES _____

NO _____

6. How often do you want to receive weekly meeting updates? Daily, Weekly or Once Every 2 Weeks (*circle one*)

7. Are there any other academic issues/questions/concerns that you would like for me to address?

CAREER DEVELOPMENT:

8. Would you like to be involved when I discuss selecting a major with your student-athletes (if applicable)?

9. Do you think a major focus of the Office of Academic Support should be to assist the student-athlete in obtaining employment upon graduation (i.e., resume development, internships, etc)? If yes, please elaborate. If no, why not?

PERSONAL GROWTH AND DEVELOPMENT:

10. What community service projects/organizations does your team currently participate on/with?

11. What community service projects/organizations (if any) would your team like to become involved on/with?

12. What types of workshops/presentations (i.e., alcohol issues, drug use, motivational speakers) do you think would be beneficial to the student-athletes?

Please sign and date below.

Head Coach: _____
Please sign Please Date

Assistant Coach: _____
Please sign Please Date

Assistant Coach: _____
Please sign Please Date

Assistant Coach: _____
Please sign Please Date

AC: _____
Please sign Please Date

CC: Matt Whisenant – Senior Associate AD for Internal Operations – Wrestling Sport Supervisor

GRADE IMPROVEMENT FORM**Grade Improvement Plan
Fall 2007**

Student Name	Course	Current Grade

Instructor Suggestion(s):

STUDENT SIGNATURE	DATE	INSTRUCTOR SIGNATURE

Student: You must return this completed form to your Academic Coordinator by _____.

**Grade Improvement Plan
Fall 2007**

Student Name	Course	Current Grade

Instructor Suggestion(s):

STUDENT SIGNATURE	DATE	INSTRUCTOR SIGNATURE

Student: You must return this completed form to your Academic Coordinator by _____.

OAS RECRUITING INFO

- 42 student computers in our area
- 30-40 tutors hired by our department
- 12 lap top computers available for student-athlete check-out
- Weekly meetings required for new freshman, transfers and those below a certain GPA
- Career services network program
- Workshops including resume writing, study skills, note taking and test taking
- Great working relationships with advisors and various departments on campus (i.e. Center for Advising and Career Services, SEO, etc)
- Resource library containing a number of books from different subject areas as well as information about different support services and academic departments
- Graduation check sheets (these are check sheets used by various departments to help track a student's progress toward degree)
- CHAMPS programming including the CHAMPS Cup competition
- Availability of our staff at virtually any time of the day to help with S-A needs
- Comprehensive services to ensure a successful student-athlete experience — academically, personally, vocationally and athletically.
- A common office goal to see each student graduate from the University of Wyoming

Advising Student-Athletes Helpful Hints

- If you have questions about practice times or travel schedules, please feel free to contact our staff:

Conrad Chavez:	Assistant AD for Academic Services	6-5331
Katie Ludwin:	Academic Coordinator	6-4037
Henrietta Shingleton:	Academic Coordinator	6-4077
Gwen Cotterman	Academic Coordinator	6-2075
TBA	Academic/APR Coordinator	TBA

- **Repeated Classes:** Student-athletes are subject to not only the rules and regulations of the University of Wyoming, but also those of the NCAA. One of the areas that the Office of Academic Support monitors is the student-athletes eligibility. This includes satisfactory progress toward degree. Within this area of eligibility, each student must be enrolled in 12 hours a semester of classes that are applicable to graduation requirements. The problem with repeated classes comes from those that they initially pass (ie: a D in a class). We will count the class the first time they take it, and can't count it the second time. For example, student A takes 12 hours in each of the fall and spring semesters in the academic year 2006-2007. However, he receives a D in MATH 1400 taken spring 2007. We will count that class in the 2006-2007 academic year credit totals because he passed the class. In the 2007-2008 academic year, he takes and passes 12 hours in each of the fall and spring semesters. However, he repeats the MATH 1400 in the fall of 2007 and gets a C during the 2007-2008 academic year. We will not be able to count the class in the 2007-2008 academic year because student A actually passed the class in the 2006-2007 academic year. Therefore, he will have passed **only** 21 countable hours in the fall and spring of 2007-2008. He will then *most likely* have to take summer school to make up the difference or he won't be eligible in the fall 2008 semester (due to progress towards degree requirements – 40/60/80). In order to avoid this problem, student-athletes should enroll in at least 12 hours beyond the hours of the repeated class in the semester in which they repeat a class to raise a grade (as in the example above).
- **24/6/2.00:** This is simply saying that student-athletes should complete 24 hours in an academic year including summer (18 minimum during fall and spring semesters). Furthermore, student-athletes **must pass** at least 6 hours each semester (excluding summer). They should also maintain at least a 2.00 GPA each semester (although exact GPA eligibility requirements vary depending upon the student-athlete's year in school).
- **The most important thing to remember about Student-Athletes is that they must always be making progress toward degree. They must officially declare a major by the end of their second year of collegiate enrollment (prior to 5th semester).**
- Our office is always available for questions about student-athletes. We are only here to coordinate the progress toward degree. It is our policy to have the students work with their departmental advisers and we can answer questions when needed. Please feel free to contact us when needed.