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California State University, Monterey Bay Student-Athlete Handbook : action thesis ...

Abrahm P. Pedroza
California State University, Monterey Bay

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California State University, Monterey Bay Student-Athlete Handbook

Abrahm P. Pedroza

Action Thesis Project Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Arts in Education

California State University, Monterey Bay

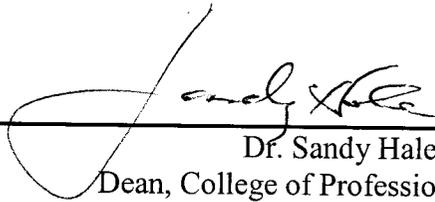
Spring 2006

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California State University, Monterey Bay Student-Athlete Handbook

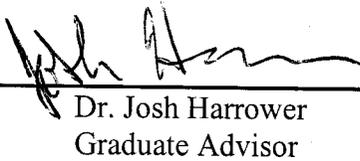
Abrahm P. Pedroza

Approved By:


Dr. Sandy Hale
Dean, College of Professional Studies

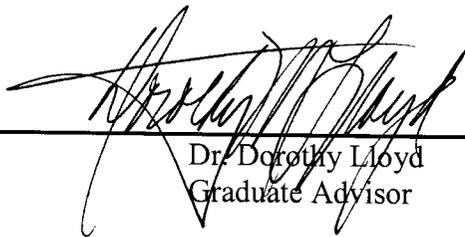
4/27/06

Date


Dr. Josh Harrower
Graduate Advisor

4/29/06

Date


Dr. Dorothy Lloyd
Graduate Advisor

5/1/06

Date

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Abstract

This action thesis project is submitted in partial fulfillment of the requirements for the Master of Arts in Education degree at California State University, Monterey Bay. This project is entitled the California State University, Monterey Bay Student-Athlete Handbook. The handbook was completed over a two and half-year period as I progressed throughout the M.A.E. elective and required classes, culminating in the final capstone course.

The contents of this thesis paper include the mandated requirements such as the front matter, statement of purpose, literature review, methodology discussion, action plan, appendix, and references. However, the bulk of this document is centered around the handbook itself.

Compiled specifically for the student-athletes at California State University, Monterey Bay, this document is designed to be used as a resource tool. The product contains invaluable information regarding numerous topics relevant to our student-athletes. The content material includes eight specific sections. These sections are an Introduction, University Services, Athletic Department Services, N.C.A.A. Division II Compliance, Academics, Athletic Training including Health and Wellness, Life Skills, and a Conclusion.

The handbook will be made readily accessible to every student-athlete at this institution via hard copy or online form. I am positive that this resource manual will aid my target market in their academic and athletic career here at C.S.U.M.B. while empowering them for future success.

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Chapter 1: Statement of Purpose

College Years

College is perhaps the single most important time in a young adult's life in terms of formulating an identity for themselves. It is during these years that teenagers are transformed into adults and are assimilated into the real world. The college years are a dynamic period in the psychosocial development of young adults. It is a fascinating stage in a person's development and will undeniably prove to be a time when significant changes take place (Cornelius, 1995). It is through the numerous unique and invaluable experiences of college life that students can gain an understanding of who they are, where they have been, and where they wish to go. They are no longer constrained by parental reigns and are now free to make choices that will directly impact their own lives. Majors are declared. Friends are met. Homework is completed. Social functions are attended. Mistakes are made. Degrees are earned. Success is attained. Although each student is distinct from his or her peer, students do share many similarities. A 22 year-old college graduate is more mature, self-conscious, practical, and capable than he or she was as an 18 year-old freshman. It is through their college career that these students may in fact acquire the skills and attitude that will ultimately aid in their quest for future success.

Importance of Intercollegiate Athletics

Many college students juggle a variety of extra-curricular activities while attending school. These activities can include work, hobbies, school-sponsored clubs, and social lives. In particular, thousands of students across the nation participate in intercollegiate athletics. While a majority of high school student-athletes will never receive the opportunity to participate at the intercollegiate level, those lucky enough will benefit dramatically from the experience. For many intercollegiate student-athletes, their

respective sport has been a way of life ever since they were a small child. These individuals have dedicated thousands of hours of practice in hopes of perfecting their craft. Money has been invested, games have been decided, tears have been shed, and life-long lessons have been learned. For many student-athletes, there is something pure and spiritual in the passion that they have for the game. It is something that demands both respect and admiration.

It is difficult to articulate just how vital athletics is to these students. For many of them, it serves as the sole purpose of attending an institution of higher learning. A high percentage of student-athletes competing at a given institution would not be there, or at any college for that matter, had it not been for the athletic department offering their sport (Hill, Burch-Raga, & Yates, 2001). For others, it provides an identity. A part of student-athletes' identity is strongly rooted in their athletic persona (Hill et. al 2001). Athletics can also be used as a motivator to excel in the classroom, refrain from the indulgences of drugs and alcohol, and avoid truant behavior. It instills qualities such as teamwork, leadership, discipline, sacrifice, humility, and dedication. Participation in sport is commonly believed to facilitate in developing autonomy, establishing an identity, managing relationships, and planning for the future (Cornelius, 1995). Athletics provides an arena for students to showcase their talents and express themselves in a familiar environment. The research findings of Pascarella and Smart (1991) suggest that athletes are significantly more likely than non-athletes to have more positive self-esteem, leadership, teamwork skills, motivation, and discipline.

Participation in intercollegiate athletics can also have a positive effect on tolerance, racial discrimination, and respect for a culture different from one's own. When

student-athletes attend college, they have exposure to and interact with persons from diverse racial or ethnic backgrounds. Interactions with these diverse peers can have important positive cognitive and affective outcomes, including respect for differences and great levels of critical thinking (Whitt, 1999).

Unfortunately, to many, college is seen only as a tool to continue their playing career. Research by Hill and colleagues (2001) has indicated that student-athletes who were classified as “failure acceptors” (not motivated to approach success or avoid failure) attend college for the primary reason of playing their sport. Upon termination of their athletic eligibility, these athletes are far from satisfying the requirements mandated by their respective academic programs for the fulfillment of a degree (Hill et al., 2001). These individuals do not recognize the invaluable opportunity they have been presented with by being able to compete at the collegiate level. Not only are they able to continue playing a sport that they love at the next level, they also receive the privilege of attending school. Moreover, some of these student-athletes have their tuition covered by a full scholarship.

In my opinion, the focus of the student-athlete should be on graduating from a university with a degree. This degree should be one that can assist them in the attainment of a profession in a field that they are passionate about. The emphasis should be placed on the student-athlete, not the athlete-student. In other words, it is imperative that education is the number one priority while attending a university. A majority of student-athletes will never compete professionally; however, many student-athletes still choose to cut their academic careers short for a chance to pursue a career in professional sport. Yet, only 2-3% of N.C.A.A. sponsored sports participants actually achieve professional status

(N.C.A.A. News, 2002). Thus, for an overwhelming majority of these student-athletes, a degree will provide the opportunity that their sport cannot.

Personal Background

I have very few passions in life. My family, my health, and my education are some of them. In addition, I am extremely passionate about athletics. I have played sports my entire life from a young boy all the way to the collegiate level. Competing in athletics has been by far the single greatest factor in my personal development. Completing my four years of athletic eligibility playing basketball at the collegiate level is the accomplishment that I am most proud of in life. In addition, it is my career goal to become an Athletic Director at a junior college or four-year university. Currently, I am an employee of California State University, Monterey Bay in the Business and Support Services department. Therefore, this issue has extreme personal meaning. As an Athletic Director, I would like to see reform in collegiate athletics. I would like to see a shift in the mentality of the profession. The emphasis should not be placed on winning at all costs, but rather on the attainment of a degree, the valuable lessons learned as a result of participating in intercollegiate athletics, and on the purity of the game itself.

This is where the idea for my action thesis project originated. I wanted to create a product that was personally and professionally meaningful, but also something that would serve a definite purpose. As a former student-athlete, a current graduate student, and a current employee of the institution, I have deep ties to numerous faculty members, staff personnel, and students. They have all contributed to my development as a student, athlete, employee, and as an individual. Also, as a resident of Monterey County my entire life, I hold a sincere passion for the local community, academic and otherwise. I

feel personally obligated to give something back to the school and surrounding area that has given me so much. Hopefully, through the completion of this product, I can aid others who are now in a similar situation that I once was.

My Purpose

I wanted to create a product that would cover in detail a variety of important topics that have extreme relevance to our student-athletes. The product was designed to be a resource for these individuals as they progress through their academic, athletic, and social careers here at California State University, Monterey Bay. Specifically, the product would cover academic topics such as graduation requirements, information on the various undergraduate majors offered, Individual Learning Plans (I.L.P.), registration, and more. I also wanted it to detail athletic subject matter including sport ethics, performance enhancing drugs, strength training, nutrition, the effects of alcohol and illegal drugs, and more. Other content would include time management skills, dismantling the stereotypes of the athlete not being seen as a serious student, life after sports, creating priorities, social justice, image throughout campus, the responsibility as a student-athlete representing the institution, eligibility requirements, and more.

A majority of the institutions of higher learning across the nation maintain some type of literature available to their student-athletes. Although the topics differ from school to school, they do share underlying similarities. Currently, our athletic department does not have an adequate document to distribute to its student-athletes. It is my intention that this product becomes readily accessible to every student that participates in intercollegiate athletics here at C.S.U.M.B. I have dedicated myself over the past two

years to creating a useful product that will ultimately provide a valuable service in an arena about which I am so passionate.

Chapter 2: Literature Review

Problem Statement

The central theme around any literature review is to identify a concrete problem statement. With respect to my topic, I wanted to find out how universities from across the nation are communicating to their student-athletes and supporting their student-athletes. In other words, how do these institutions and their athletic departments make sure that their student-athletes know what is asked of them, know the rules, know the services available, and know how to function within the institution as a student and as an athlete? Furthermore, once an individual understands all of this information, how do the schools then assist in the efforts of that student-athlete? How does an institution support their student-athletes as they progress through their academic and athletic obligations, culminating in their graduation? In order to answer this question, an extensive review of the relevant literature was conducted.

Communicating and Supporting Student-Athletes

I started by researching a number of major university websites as well as those of smaller colleges to gain an overall insight. These institutions included Notre Dame University, Rutgers University, University of Chicago, University of California at Los Angeles, San Francisco State University, California State University at Los Angeles, California State University at Stanislaus, and more. I wanted to document a comparison of major colleges from across the nation as well as of smaller California state schools similar to C.S.U.M.B. As I reviewed the various websites, I found that each differed in some fashion with respect to those of other institutions. However, I began to see a common tool that each institution used in order to convey pertinent information to their student-athletes. A majority of the university athletic department websites that I

researched offered a comprehensive document made readily accessible to their student-athletes. The document, whether it was a manual, pamphlet, set of policies, or online, was the core technique employed by the universities in terms of communicating and supporting their student-athletes.

As I examined these documents, I began to notice the term “handbook” referred to repeatedly. This led me to research the purpose and definition of a handbook. The term handbook, as defined by Webster’s (2002) is, “A concise manual or reference book providing specific information or instruction about a subject.” In addition, much has been written about the ways in which student affairs professionals and athletic administrators can communicate to student-athletes. “Student-athletes need an orientation, a set of rules, a handbook detailing requirements for eligibility, rules compliance, university services, athletic department services, life skills for future success, health and welfare information, and more (p. 138, Hill et al., 2001). Given that this was exactly what I intended to produce, I became excited about the possibility of creating a handbook for the student-athletes at our institution. My next step was to decide what information would need to be included in this potential manual.

Segmenting the Sections

In order to develop the handbook, I needed to identify the information that was crucial for student-athletes to know. This would include both general subject matter about which all student-athletes would need be aware, regardless of the institution they attend, as well as information specific to our unique university. As I examined Notre Dame University’s comprehensive student-athlete handbook I noticed sections segmented as an introduction, information about the institution, information about the athletic

department, and a conclusion. I saw this trend throughout a majority of the other handbooks that I researched including those of California State University at Stanislaus, U.C.L.A., Rutgers University, and San Francisco State University. I concluded that these four sections should be included in a student-athlete handbook. As noted by Gerdy (p. 175, 1997), “Student-athletes need to be communicated to regarding university facilities, athletic department services, student services, and campus regulations.”

However, there were other topics that I felt our student-athletes should know about. I wanted to see what the outside world, athletic administration, current student-athletes, and academia were saying about student-athlete needs. I wanted the manual to be more than just a list of phone numbers and statistics. I wanted the handbook to be a complete resource tool that would aid student-athletes in their current positions as well as in their future endeavors. Thus, further literature was reviewed in order to develop additional topics that the handbook should contain.

National Collegiate Athletic Association (N.C.A.A.) Division II Compliance

In order for C.S.U.M.B. student-athletes to compete, they must adhere to strict N.C.A.A. guidelines. Often, these regulations can be easily overlooked because the student-athlete is simply not aware of them. However, if these guidelines are not followed, student-athletes subject themselves, their teams, and their institution to sanctions, forfeits, and athletic ineligibility. It is imperative that this vital information is accurately conveyed to not only the student-athletes, but also coaches, athletic department staff, and institutional faculty members. Meabon and Schuh (1994) state student affairs professionals need to be aware of the guidelines placed on the athlete by the N.C.A.A. or other governing bodies and that athletic department support staff must

work in partnership with the faculty advisors because the advisors have not been trained in N.C.A.A. regulations.

Compliance with N.C.A.A. regulations is not only limited to student-athletes. The N.C.A.A. also requires coaches, staff, and universities to follow its stipulated guidelines. This includes recruitment, the signing of eligibility forms, disbursement of scholarship money, and more. Penalties for violations can be severe and have a negative impact on the lives of a student-athlete even if they are not to blame. For example, a playoff season could be forfeited for the entire team if one player received illegal gifts from alumni. Therefore, it is imperative for the well-being of everyone involved that complete and accurate knowledge on N.C.A.A. compliance is circulated to student-athletes, coaches, athletic staff, and institutional representatives (Gerdy 1997).

Academic Needs

Because student-athletes attend universities, they should be considered students first. They have elected to attend an institution of higher learning and obtaining a degree should be their number one priority. Therefore, it is essential that the handbook provides information regarding academic support and resources in order to assist these individuals in their goal. However, Hood et al. (2001) found that student-athletes had lower G.P.A.s and scored lower on academic test scores when compared to the general population of college students. They concluded that this might be the result of increased stress and strain placed on the athletic population, as well as the differences in incoming academic scores of both populations. The study revealed that time commitment, physical stress from athletic participation, a high profile on and off campus, and high expectations from faculty and staff cause tremendous stress and affect a student's ability to perform at their

academic best. Thus, it is even more important to assist student-athletes in their academic performance. These support resources should include tutoring, study hall, advising on graduation requirements, career planning, and more (Hood et al., 2001). A handbook would be an excellent way to organize the information and inform the student-athletes of these services.

For many student-athletes, the identity as a student takes a backseat to the identity as an athlete (Watt & Moore 2001). An emphasis on the athlete identity can also lead to the perpetuation of stereotypes in which student-athletes are portrayed as academically unqualified, unintelligent, and not serious about their education (O'Bryant 1993). This type of misperception can come from faculty, administrators, and peers if they view all student-athletes the same way.

Health and Wellness

The issues of body image and health have been discussed in great detail with respect to intercollegiate student-athletes. Many student-athletes are pushed to maintain unreasonable physical appearances and levels of fitness. They are constantly subjected to injury, intense physical workouts, and other potentially threatening physical impairments through the participation in athletic competition. This often leads to eating disorders, use of performance enhancing drugs, and addiction (Suggs, 1999).

In addition, recent studies on alcohol and other substance use among college students reveal disturbing challenges that confront student-athletes. Alcohol and drugs are made more accessible to student-athletes than to traditional students at a two to one ratio (Suggs, 1999). It is crucial to inform student-athletes about the negative repercussions that alcohol, drugs, performance enhancing agents, and eating disorders

have on athletic performance and physical well-being. These athletes not only hinder their level of play but also subject themselves to major medical complications (Suggs, 1999).

Concerns have also been raised regarding the mental health needs of student-athletes. These concerns range from typical adolescent developmental issues to more serious psychological issues such as addiction, depression, and even suicidal tendencies (Broughton, Neyer 2001). Student-athletes compete in front of the public and media and are readily praised or criticized by people they have never met. This type of scrutiny can have a dramatic impact on the mental health of young adults (Carodine, Almond, & Gratto 2001). Despite these findings, the advising and counseling of college student-athletes that takes place at many institutions continues to focus only on maintaining academic eligibility (so the athlete can compete) and graduation rates (for reporting purposes to the N.C.A.A.) rather than on enhancing the academic, personal, and athletic development of the student-athlete (Broughton, Neyer 2001).

Life Skills

College students struggle with a variety of demands across a wide spectrum. They must devote time to their studies, family, friends, themselves, relationships, work, and extracurricular activities. The immense pressure to succeed and the new responsibilities and challenges they face can be overwhelming. Student-athletes not only deal with all of the previously listed obstacles, but also devote a great deal of time, energy, and passion to their respective sport. They are constantly faced with balancing academic, athletic, and social roles (Gaston, 2003).

Time commitment and a multitude of roles have a dramatic affect on the student-athlete. Simons and Rheenen (2000) state that, “When individuals are expected to fill multiple roles, they can experience role strain in which commitment to one role detracts from the commitment to another. In such a case, we see that the stress of athletic participation may cause students to lose focus and control over their academic lives, and eventually become stressed to a point where they are choosing one role over another.”

Institutions of higher learning have an obligation to prepare athletes for life beyond collegiate athletic competition. “The college send her alumni into the world with nothing more than a warrant that the are presentable intellectually. Yet her unwritten and unspoken purpose is not so much intellectual as moral. Her strongest hope is to stamp her graduates with an abiding character (p. 227, Briggs, 1901).” Therefore, it is the responsibility of the university and athletic department to equip the student-athlete with these crucial life skills that will ultimately foster success later in life.

After review of current student-athlete handbooks from across the nation, I concluded that a potential handbook should include the following four sections similar to other institution handbooks: 1) an introduction, 2) information on university services, 3) information on athletic department services, and 4) a conclusion. Also, after a review of the relevant literature, I decided that it should include content focusing on: 5) N.C.A.A. compliance, 6) academic needs, 7) athletic training, health, and wellness, and 8) life skills.

Chapter 3: Methodology and Procedures

Research Methodology

After countless hours of reflection, conversation, research, and literature review, I decided that I would in fact create the California State University, Monterey Bay Student-Athlete Handbook. The overwhelming need for a resource manual at this institution ultimately led to this resolution. Because my action thesis centers around the completion of an actual product, the methodology employed to create this document differs slightly from traditional research designs. I did not select one research design exclusively, but rather used relevant pieces of each to create the handbook. As a result, I was able to draw on techniques from grounded theory, case study, biography, action research, ethnography, and phenomenology. I felt this procedure allowed me to tailor my methodology into a science best suited to fit the needs of my target audience.

The central practice that I utilized throughout the process was simply the gathering of information. Thus, the methodology employed for completion of this thesis project can be referred to as a literature survey. I wanted to include all of the information that was pertinent to this specific institution (C.S.U.M.B.), our conference affiliation (C.C.A.A.), and level membership (N.C.A.A. Division II) as well as general knowledge that any given student-athlete may need. I assembled this information via conducting an exhaustive search on each of the topics that I wished to be included in the handbook. This research included the examination of numerous books, manuals, journals, websites, magazines, documents, and additional scholarly publications. Furthermore, I also drew on my personal experiences as a student-athlete, on the conversations I have had with athletic administration regarding key issues, on the voice of current student-athletes, and more.

Research Design

After compiling the pertinent data, I would cross-reference the material to ensure accuracy. Also, I wanted to make certain that themes which continued to arise did not go unnoticed. For example, if I found the same point of concern in a variety of different sources, I would make an effort to include the data in the handbook. These criteria, I felt, were crucial in producing a product upon which the end users could rely. However, it is important to realize that included in the handbook are not only facts, figures, guidelines, rules, regulations, and quotes, but also personal opinions, assumptions, generalizations, stories, suggestions, and more.

After obtaining the desired subject matter, the next step was to disseminate the content into an accessible, user-friendly manual. I wanted to put together a tangible presentation, where the reader could manipulate each topic at their discretion based on their personal situation and/or best interests. I knew that each section of the handbook was not necessarily practical for every single person. However, based upon gender, age, academic major, sport, and other qualifications, the various topics touched on conceptual issues that were real and in need of being addressed with respect to student-athletes at this particular institution.

Collaboration with Campus

In order to compile a handbook comparable to that of other institutions I worked in collaboration with many people. First I met with Dr. Bobbi Bonace, Faculty Athletic Representative and Chair of the Health and Wellness department here at C.S.U.M.B. Dr. Bonace has worked in athletic administration for over thirty years. In addition, she is a faculty member of C.S.U.M.B. I felt that her experience as an administrator and a

professor was extremely helpful in creating a product for student-athletes. Also, I met with Bill Trumbo, our school's current Athletic Director. He was a critical source of knowledge with his impressive resume in the field. I also interviewed additional athletic department staff such as the Coordinator of Compliance, Sports Information Director, Athletic Trainer, and Varsity Coaches who were extremely helpful in their specific area of expertise.

Furthermore, perhaps the single most important group of people interviewed for this project was actual C.S.U.M.B. student-athletes. I interviewed 12 student-athletes here on campus, each from a different varsity sport. Their respective head coach nominated these student-athletes and varied in terms of race, year in school, sport, gender, academic major, and more. I wanted to get a sample reflective of the total population of C.S.U.M.B. student-athletes. These individuals allowed me to formulate a handbook with their needs and desires in mind.

With these people assisting my effort, I was able to exploit the wealth of knowledge present here at California State University, Monterey Bay. Given my area of interest, my thesis topic, and the education emphasis of the degree, I knew I had to work with those experienced in both the academic and athletic worlds.

Additional Research

Although these people were critical in the development of the handbook, I had to conduct and utilize research from across the nation to compile the end product. This extensive process was crucial in developing a detailed, accurate, and helpful resource for our student-athletes. These sources include the official National Collegiate Athletic Association Division II 2005-06 manual, six student-athlete handbooks from universities

across the nation, and other scholarly publications on sport administration. These publications and references were outlined in the literature review section of this paper.

I also had to research campus archives to extract data such as housing, food services, mission statement, enrollment, and more. Further research included the CSUMB Sports Medicine Handbook, personal experience, and personal interviews with athletic administrators, coaches, and student-athletes.

In order to implement the project, I worked with the school's athletic department. Also, I contacted a few outside vendors with respect to the logistics of the production process. This step, however, will be outlined in greater detail during Chapter 5, entitled Action Plan, of this paper.

Procedures in Detail

As previously stated, the handbook is divided into eight specific sections. In order to document the exact procedures in detail for completion of the sections, I will do so in sequential order as follows.

Section one of the handbook is an introduction including a letter from our Athletic Director, Bill Trumbo, to the student-athletes. The section then details the purpose of the handbook such for what purpose it was created, how it was constructed, and for whom.

Section two details the various university services offered here on campus. This section includes discussion on general university history and information, housing, and food services. It was necessary to research the C.S.U.M.B. website in order to find this information. Also, I researched the Residential Life website to understand the services offered as well as the living accommodations.

Section three covers the numerous services specifically related to our C.S.U.M.B. athletic department. These topics include a history and overview of the athletic department, a history and overview of the conference (C.C.A.A.), staff information, facilities information, press, specific protocol, and more. In order to compile this data, I conducted research on the athletic department's website, the conference website, and additional pamphlets detailing facility information as required.

Section four of the handbook goes into great detail outlining N.C.A.A. Division II compliance issues. Topics discussed include eligibility, gambling, recruitment, scholarships, banned substances, code of conduct, and more. An extensive literature review was conducted of the 390-page N.C.A.A. Division II 2005-06 manual in order to accurately record the various rules and regulations. This manual documents exactly what is admissible by N.C.A.A. guidelines and what is not. Although very time consuming, the review of this document was extremely crucial to providing precise information on all of the relevant subject matter. I also contacted Denise Castro, Coordinator of Compliance at C.S.U.M.B., to obtain any suggestions she might have on subject matter to be included in this particular section.

The following portion of the handbook, section five, covers academic issues. This particular section I feel is by the far the most important piece of the manual. Subject matter is not limited to but includes the degrees offered, the majors offered, creation of individual learning plans (I.L.P.), tutoring services, graduation requirements, and the importance of a degree. Again, research was conducted online at the C.S.U.M.B. homepage with links to the various academic department major websites. It was at these websites where I was able to create a blueprint illustrating the most effective and efficient

way to obtain a desired degree in a desired field. I also wanted to portray concrete data depicting why acquiring a degree leads to future success. This data contains figures comparing salary, earning potential, promotions, and more. It is key that every student-athlete who reads this handbook understands the importance of his or her education. This issue is extremely serious and perhaps the central theme of my action thesis project.

Section six is centered around various health issues about which student-athletes at this institution need be aware. For example, this portion of the handbook discusses athletic training, nutrition, strength training, use of substances, local medical facilities, counseling, and insurance issues. I drew on various sources in order to conduct a sufficient review with respect to this particular section. First, I spoke with Ken Howat, certified athletic trainer (A.T.C.), regarding the athletic training protocol and operations here at C.S.U.M.B. He allowed me to use his Sports Medicine Handbook as the athletic training portion of this section. Next, I referred to the N.C.A.A. Division II manual to include the banned substances stipulated by its guidelines. These substances include performance enhancing drugs as well as illegal narcotics. Third, I researched medical journals to describe the negative repercussions of alcohol and illegal drugs. These publications were crucial in developing the diet and nutrition portion. I also reviewed strength-training magazines to include proper weight lifting technique, workout routines, and recovery periods. Furthermore, information on mental illness and counseling is incorporated here. I also included in this section general data such as location, services offered, directions, insurance, and directory numbers concerning the local medical facilities available.

While research was conducted in order to complete sections one through six, a more extensive review was completed for section seven. This section, entitled Life Skills, deals with topics such as time management, expectations, obligations, advantages of being a student-athlete, disadvantages, and possible ways of jeopardizing the opportunity.

Section eight, the conclusion, simply reviews my original purpose of the handbook. It also lists who created the handbook as well as acknowledgements.

The end result is a product that covers a wide variety of topics that a student-athlete here at California State University, Monterey Bay need be aware of. Ultimately, this resource provides an invaluable service as our student-athletes struggle with the demands of extra-curricular activity. This tool is not meant to solve every problem that a student-athlete might encounter along the way, but rather to point them in the right direction. Therefore, our student-athletes are allowed to empower themselves and be proactive with their education and life. I feel strongly that this handbook will allow our student-athletes to navigate through school and sports more efficiently and effectively. I want them to excel in whatever they do here at California State University, Monterey Bay, whether it is in the classroom or on the athletic field. I know that this student-athlete handbook will support them in their efforts. Otherwise, I would not have created it.

Chapter 4: Results

California State University, Monterey Bay Student-Athlete Handbook

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Section I: Introduction

Letter from the Athletic Director, Bill Trumbo

Dear Student-Athlete,

This student-athlete handbook has been prepared to assist in making your educational and athletic career at CSU Monterey Bay fulfilling, enriched, and meaningful.

I am sure you will find the information contained in this handbook to be most helpful and complete. The purpose of this handbook is to provide answers to questions you might have about the intercollegiate athletic program at CSUMB. I encourage you to take advantage of the support resources that are available for you as a student-athlete and enjoy a productive and successful year.

I am very proud of the development of our young, emerging athletic program. I am also proud of the quality of our student-athletes who are the foundation of our programs and have made a choice to be part of the future of Otter Athletics.

This chapter in your life you have chosen to spend here associated with our University will bring tremendous rewards and opportunities. Our department's commitment is to provide the resources, coaching expertise, facilities, and support necessary for you to realize your dreams as both a student and athlete.

Thank you for placing your trust in us.

Sincerely,

Bill Trumbo, Director
Intercollegiate Athletics

I am pleased to acknowledge the work of Abe Pedroza, a former men's basketball player at CSUMB, in the creation of this Student-Athlete Handbook as part of his thesis for his Masters degree. Thank you, Abe.

Overview of the Handbook

We would like to welcome all of you to California State University, Monterey Bay. Hopefully your academic and athletic career at this institution will be something that you remember for your entire life. Competing in your respective sport at the collegiate level is something to be cherished and celebrated. However, along with the pleasures of intercollegiate athletics come responsibilities and challenges. Be sure to meet these challenges head on and take full advantage of this great opportunity that has been presented before you.

The California State University, Monterey Bay Student-Athlete Handbook has been compiled with you in mind. It was developed as a resource tool in hopes of better communicating and supporting you throughout your academic, athletic, and social career at this institution. We invite you to explore this manual and refer back to it as frequently as needed. Hopefully it can provide the answer to your inquiry or at least point you in the right direction.

This handbook is divided into eight specific sections, each with a very relevant topic concerning you as a student-athlete. These eight sections are an Introduction, University Services, Athletic Department Services, N.C.A.A. Division II Compliance, Academics, Athletic Training including Health and Wellness, Life Skills, and a Conclusion.

We want you to be successful in whatever you do here at C.S.U.M.B., whether it is on the playing field or in the classroom. Remember that we are here to support you in your efforts. We wish you a very successful season and an even more successful academic year. Go Otters!

Section II: University Services

History

California State University, Monterey Bay was founded in September of 1994 on the former Fort Ord military base in Seaside, California. This made C.S.U.M.B. the 21st of the 23 universities that currently make up the C.S.U. system. The campus opened its doors to students in the fall of 1995. Approximately 650 students were included in the inaugural student body. Since then, enrollment numbers have approached 4,000.

C.S.U.M.B. offers four Bachelor of Science degrees, eleven Bachelor of Arts degrees, two Master of Science degrees, three Master of Arts degree, and three teaching credential degrees. Since its inception, C.S.U.M.B. has awarded almost 3,000 degrees in numerous academic disciplines.

Vision Statement

Officially adopted on September 27, 1994, the C.S.U.M.B. Vision Statement created the philosophical foundation for the university. Ever since, it has guided decisions regarding programs, policies, practices, personnel, campus environment, funding, and more. What drives the university closer to our Vision gets prioritized. Here is the vision statement in its entirety:

California State University, Monterey Bay (C.S.U.M.B.) is envisioned as a comprehensive state university which values service through high quality education. The campus will be distinctive in serving the diverse people of California, especially the working class and historically undereducated and low-income populations. It will feature an enriched living and learning environment and year-round operation. The identity of the university will be framed by substantive commitment to multilingual, multicultural, gender-equitable learning. The university will be a collaborative, intellectual community

distinguished by partnerships with existing institutions both public and private, cooperative agreements which enable students, faculty, and staff to cross institutional boundaries for innovative instruction, broadly defined scholarly and creative activity, and coordinated community service.

The university will invest in preparation for the future through integrated and experimental use of technologies as resources to people, catalysts for learning, and providers of increased access and enriched quality learning. The curriculum of C.S.U.M.B. will be student and society centered and of sufficient breadth and depth to meet statewide and regional needs, specifically those involving both inner-city and isolated rural populations, and needs relevant to communities in the immediate Tri-County region (Monterey, Santa Cruz, and San Benito). The programs of instruction will strive for distinction, building on regional assets in developing specialty clusters in such areas as: the sciences (marine, atmospheric, and environmental), visual and performing arts and related humanities, languages, cultures, and international studies, education, business, studies of human behavior, information, and communication, within broad curricular areas, and professional study.

The university will develop a culture of innovation in its overall conceptual design and organization, and will utilize new and varied pedagogical and instructional approaches including distance learning. Institutional programs will value and cultivate creative and productive talents of students, faculty, and staff, and seek ways to contribute to the economy of the state, the well-being of our communities, and the quality of life and development of its students, faculty, and service areas.

The education programs at CSUMB will:

- Integrate the sciences, the arts and humanities, liberal studies, and professional training.
- Integrate modern learning technology and pedagogy to create liberal education adequate for the contemporary world.
- Integrate work and learning, service and reflection.
- Recognize the importance of global interdependence.
- Invest in languages and cross-cultural competence.
- Emphasize those topics most central to the local area's economy and ecology, and California's long-term needs.
- Offer a multicultural, gender-equitable, intergenerational, and accessible residential learning environment.

The university will provide a new model of organizing, managing, and financing higher education:

- The university will be integrated with other institutions, essentially collaborative in its orientation, and active in seeking partnerships across institutional boundaries. It will develop and implement various arrangements for sharing courses, curriculum, faculty, students, and facilities with other institutions.
- The organizational structure of the university will reflect a belief in the importance of each administrative staff and faculty member, working to integrate the university community across "staff" and "faculty" lines.
- The financial aid system will emphasize a fundamental commitment to equity and access.
- The budget and financial systems, including student fees, will provide for efficient and effective operation of the university.
- University governance will be exercised with a substantial amount of autonomy and independence within a very broad C.S.U. system wide policy context.
- Accountability will emphasize careful evaluation and assessment of results and outcomes.

Our vision of the goals of California State University, Monterey Bay includes: a model pluralistic academic community where all learn and teach one another in an atmosphere of mutual respect and pursuit of excellence, a faculty and staff motivated to excel in their respective fields as well as to contribute to the broadly defined university environment. Our graduates will have an understanding of interdependence and global competence, distinctive technical and educational skills, the experience and abilities to contribute to California's high quality work force, the critical thinking abilities to be

productive citizens, and the social responsibility and skills to be community builders. C.S.U.M.B. will dynamically link the past, present, and future by responding to historical and changing conditions, experimenting with strategies which increase access, improve quality, and lower costs through education in a distinctive C.S.U. environment. University students and personnel will attempt analytically and creatively to meet critical state and regional needs, and to provide California with responsible and creative leadership for the global 21st century.

Mission Statement

While the vision sets the target, the university mission guides day-to-day operations. Every day, every faculty member, staff employee, and administrator works...*To build a multicultural learning community founded on academic excellence from which all partners in the educational process emerge prepared to contribute productively, responsibly, and ethically to California and the global community.*

For more information on the vision statement, mission statement, academic goals, core values, or strategic plan, visit the C.S.U.M.B. website at: <http://csumb.edu/site/x11496.xml>.

Housing

C.S.U.M.B. offers four options for on-campus housing, depending on specific eligibility requirements.

Residence Halls

C.S.U.M.B.'s freshman, sophomores, and other interested students live in residence halls located adjacent to the main area of the campus. These modern three-story residence halls surround the main part of campus. They are within walking distance

of classrooms, the library, the Dining Commons, computer facilities, the Media Learning Complex, the Campus Health Center, the Otter Sports Center, and all administrative offices.

Each residence hall features:

- Contemporary, highly functional furnishing.
- Cable television hookups for no additional charge.
- Fast campus computer network (L.A.N.) connections.
- On-site laundry facilities.
- Meals served in adjacent Dining Commons.
- Immediate access to the main campus Security-access entrance via student I.D. cards.
- Individual bathrooms in most rooms.
- Both professional and student staff.

The standard residence hall assignment consists of two students sharing a spacious room. Single rooms are offered at a higher rate and are subject to availability. On-site professional and student staff offer assistance and counseling to residents. They also coordinate a variety of educational, social, and recreational opportunities throughout the year.

North Quad Suites

Students with 30 or more completed units are eligible for the suites. Students living in the North Quad Suites have the option of being assigned to single or double occupancy rooms in either a two-bedroom, one-bath or a four bedroom, two-bath configuration. A mandatory meal plan is required if you have less than 60 units or are under the age of 21. These new, four-story suites are located on the North Quad. They are within walking distance of the main quad, classrooms, the library, the Dining Commons, computer facilities, the Media Learning Complex, the Campus Health Center, the Otter Sports Center, and all administrative offices.

Each suite features:

- Carpeted suites with contemporary, highly functional furnishing.
- One or two bathrooms.
- Kitchenette.
- Cable television hookups for no additional charge.
- Fast campus computer network (L.A.N.) connections.
- Convenient study lounges.
- On-site laundry facilities.
- Secure card access to building.
- Both professional and student staff.

North Quad Apartments

Students with junior status (60 completed units) or who are 21 are eligible for assignments in the North Quad Apartments. Students living in the North Quad Apartments have the option of being assigned to single occupancy rooms in either a two-bedroom, one-bath or a four-bedroom, two-bath apartment configuration. These new, four-story apartments are located on the North Quad. They are within walking distance of the main quad, classrooms, the library, the Dining Commons, computer facilities, the Media Learning Complex, the Campus Health Center, the Otter Sports Center, and all administrative offices.

Each apartment features:

- Carpeted apartments with contemporary, highly functional furnishing.
- One or two bathrooms.
- Kitchen with basic appliances.
- Cable television hookups for no additional charge.
- Fast campus computer network (L.A.N.) connections.
- Convenient study lounges.
- On-site laundry facilities.
- Secure card access to building.
- Both professional and student staff.

East Campus Apartments

The East Campus Apartments form a residential community on C.S.U.M.B.'s east campus. This community serves students with families. The spacious two-bedroom, one-bath unfurnished apartments offer comfortable accommodations, picturesque views, and a convenient commute to university classes and campus activities. Residents may commute by car, campus shuttle, or bicycle.

Each 1,200 square-foot apartment features basic kitchen appliances, hookups for individual washer and dryer units, one full bath, a one-car garage, and either a small fenced backyard or an enclosed walkout balcony. Upstairs units are carpeted and ground-level units have tile floors. Selected apartment units are configured for wheelchair accessibility. You will find playground, athletic fields, hiking trails, jogging routes, and bike paths throughout the neighborhoods.

Each apartment features:

- First and second-story units.
- Approximately 1,200 square feet of usable space.
- Basic kitchen appliances (refrigerator, stove, dishwasher, and garbage disposal).
- Pet consideration (see the pet policy for more information).
- Shuttle bus service to and from the main campus and surrounding areas.
- Basic cable television access included in rent.
- Cable modem access to the Internet and the C.S.U.M.B. campus network.
- Utilities (gas, electricity, garbage, and water) included in rent.
- One-car garage.
- Either a fenced backyard or a walk-out patio.
- Laundry hookups.
- Access to coin-operated laundry facilities.
- Computer lab and recreational activities in the Saratoga Community Center and Antietam Community Center.

Qualifying for East Campus Housing:

- Marriage: A state certificate of marriage.
- Domestic Partnership: Proof of residency showing both names on a lease for 12 months or a common purchase of a home or dwelling and proof of joint responsibility, joint checking or credit cards documenting daily purchases over 12 months (documentation that shows both incomes are used jointly for bills

occurring over 12 monthly statements). Not related by birth. Both must be over 18 years of age.

- Dependent Child: Copy of child(ren's) birth certificate and court documentation of custody stating that the individual is the primary care giver.
- Single Student: Minimum of 90 units, 26 years of age or older, or a graduate student.

For more information on housing, visit the Residential Life website at:

<http://housing.csumb.edu/>.

Dining Accommodations

Dining Commons

The Dining Commons, located in the center of campus, offers a wide variety of food. Open breakfast, continental, lunch, and dinner during the weekdays and continental, lunch, and dinner on the weekends, a majority of your on campus meals will take place here. With two sides to better serve your dining needs, you're sure to find what you're craving. The Food Court offers pizza, Asian cuisine, Mexican meals, and deli sandwiches. The Dining Court side offers a grill, salad bar, soups, pastries, cereals, and snacks.

Otter Express

Also located on the quad in the Student Center is the Otter Express. Open Monday through Saturday until midnight, the Otter Express offers burgers, fries, nachos, chicken sandwiches, snacks, and much more.

Otter Bay Café

The Otter Bay Café is located inside the University Center and is a sit down restaurant. Open Monday through Friday, the Otter Bay Café offers full lunch, dinner, and pub menus.

For more information on the dining accommodations on campus, visit:
<http://csumb.org/dining/index.html>.

Recreation/Leisure

Otter Sports Center

The Otter Sports Center is a 10,000 square foot facility open seven days a week during the school year. Available at the O.S.C. are a free weights room, a machine weights room, cardio-vascular equipment, two racquetball courts, a basketball/volleyball gymnasium, and a men's and women's locker room equipped with showers, lockers, and a sauna.

Aquatic Center

The C.S.U.M.B. Aquatic Center contains a heated outdoor 25-meter by 25-meter pool. It is complete with eight lanes and a diving board, meeting N.C.A.A. compliance standards.

Disc Golf Course

Also on campus is an 18-hole disc golf course located near buildings 82, 84, 86, and the gymnasium (90). Throwing your disc from tees to a basket, each hole is a par three.

Stadium/Track

One of the recreation facilities transferred from the military, the stadium and track were allocated in the spring of 2003. Facilities include north and south facing bleachers, an all-weather track, Astroturf field, and a field house. The university utilizes this stadium for events such as commencement and the Monterey Bay Half-Marathon.

Aerobic/Fitness Center

The aerobic/fitness center, remodeled in 2001, is the location for fitness activities offered through the Otter Sports Center. Large mirrors, spin cycles, aerobic steps, and a sound system provides a facility for step aerobic and spin classes. Activities are open to the public.

Intramurals

The intramurals program offered through the athletic department is open free of charge to staff, faculty, and students. Intramural sports offered throughout the year include volleyball, flag football, softball, basketball, dodge ball, indoor soccer, ultimate frisbee, bowling, and more.

Club Sports

Club sports are student planned and operated. These organizations are for students that wish to compete in athletics at a non-varsity level or play a sport not offered through intercollegiate athletics. Student organizations primarily run through the Student Activities & Career Development Office (S.A.C.D.), but some work with the Athletic Department on certain levels such as facility usage and insurance. Club sports currently offered are cheerleading, dance team, disc golf, roller hockey, women's rugby, and men's volleyball.

Adventures Program

Also offered in conjunction with the athletic department is the Adventures program. Available excursions include boating, sailing, kayaking, scuba diving, surfing, snorkeling, hiking, rock climbing, skiing, snowboarding, and more.

Student Center

The Student Center offers a recreational haven for students. Located in the quad area on main campus, a big screen television, the Otter Express, air hockey, pool, foosball, and ping-pong tables are available.

For more information on recreational and leisure activities, visit the website at: <http://sports.csumb.edu/athletics/>.

Performance Venues

Black Box Cabaret

The Black Box Cabaret is owned and operated by the Student Union, providing a venue for student and community talent. The B.B.C. showcases a wide variety a musical genres as well as “open mic” night, poetry, swing dancing, cultural celebrations, and more. Also offered are sandwiches, pub food, soup, salads, desserts, and drinks. For more information on the B.B.C., visit the website at: <http://csumb.org/bbc/index.html>.

World Theater

The World Theater at California State University, Monterey Bay is a 457-seat performing arts facility located on campus. The venue houses a professional live entertainment program, campus events, student productions, and concerts by local community groups. For more information on the World Theater, visit the website at: <http://worldtheater.csumb.edu/site/x3400.xml>.

Music Hall

Home to the Music and Performing Arts program, the Music Hall features audio editing facilities, individual practice rooms, and a small performance auditorium. This

facility gives students the advantage of outstanding acoustics and technology as they hone their instrumental and vocal performance abilities.

University Center

The 20,000 square-foot University Center offers students, faculty, staff, and visitors a grand ballroom, lounge areas, two patios, indoor and outdoor fireplaces, meeting rooms, a coffee bar, and an A.T.M. It also houses the Office of Conference and Event Services, our University Bookstore, the Otter Bay Café, and catering services.

Campus Safety and Services

University Police

To help insure campus safety, the University Police Department is located in building 82F. The U.P.D. patrols the main campus, east campus housing, and parts of neighboring Fort Ord, Marina, and Seaside. Comprised of one Police Chief, two Lieutenants, three Sergeants, two Corporals, and six Officers, the department currently has 14 law enforcement officials on staff.

Transportation and Parking

The transportation and parking services department is run in affiliation with the campus police department. This department monitors parking permits, coin operated dispensers, and the campus shuttle program. The shuttle program runs every 10-15 minutes from East Campus housing throughout campus.

Permits

You are required to have a valid parking permit displayed on your windshield at all times while parking in C.S.U.M.B. lots. These permits can be purchased at the Campus Service Center at any time. A one-week grace period is given at the beginning

of each semester to allow for students to acquire their passes. You can also buy day passes from the coin-operated machines located in most campus parking lots.

For more information on U.P.D. or T.A.P.S., visit the department website at: <http://police.csumb.edu/site/x7010.xml>

Residential Life

Residential Life is comprised of the residence halls, the north quad suites, the north quad apartments, and east campus housing. Residential Life is intended to provide the students living on campus with excellent customer service and care. Throughout the academic year, Residential Life will put on numerous programs for their residents intended to build community, increase awareness, and foster a great living and learning environment. For more information on Residential Life, visit the website at: <http://housing.csumb.edu/>.

Section III: Athletic Department Services

History of Our Athletic Department

The C.S.U.M.B. athletic department began in the fall of 1996, one year after the school first opened its doors to students. Current Chair of the Human Performance and Wellness department and Faculty Athletic Representative, Dr. Bobbi Bonace, was the first Athletic Director. Only four teams made up the inaugural department. These teams included men's basketball, women's volleyball, men's rugby, and women's rugby. Soon after, men's soccer, women's soccer, men's cross-country, women's cross-country, men's golf, women's golf, and women's basketball were added as varsity sports while men's and women's rugby became club teams. C.S.U.M.B. began play in the California Pacific Conference, which belonged to the National Association of Intercollegiate Athletics (N.A.I.A.) Division II. The school competed in this division until the end of the 2003-04 academic year. Beginning in the fall of 2004, we joined the California Collegiate Athletic Association (C.C.A.A.) of the National Collegiate Athletic Association (N.C.A.A.) Division II. In the meantime, the athletic department has added baseball, softball, women's water polo, and co-ed sailing.

Athletic Department Vision Statement

Our department's vision is to provide opportunity for you to pursue your dreams and goals with passion and commitment, to stretch yourself to reach the highest step, to realize you are never too "big" to stoop to help someone less fortunate than yourself, and to learn the lesson of giving and being willing to sacrifice yourself and your own interests to be part of something bigger than yourself. If you share this vision, then you will find success in all of life's endeavors and be a "champion in the truest sense."

Simply stated, our Vision is to Reveal Character through Sports. Our Mission is to Inspire Leadership and Win with Character.

Goals of Our Athletic Department

- Recruit student-athletes who are committed to their educational success and who have shown themselves to be outstanding prospects in sport and in life.
- Make academic counseling available to all student-athletes who require it so that they maintain normal progress toward a degree, while encouraging them to strive for academic excellence and the achievement of their degrees.
- Offer our student-athletes the opportunity to grow and excel in their sports by participating on teams where the goal is achieving individual and team maximum potential.
- Create an environment in which every student-athlete's development is guided by values of respect, honesty, responsibility, and service to others.
- Provide coaches who are intensely concerned with the total academic, athletic, physical, social, and moral welfare of their student-athletes.
- Stress the importance of fair play in all competition and to avoid any practice, procedure, or policy that would lead to an unfair competitive advantage or would reflect poorly on C.S.U.M.B.
- Strive to see that all coaches and student-athletes understand and work within the regulations and guidelines set for intercollegiate athletics by C.S.U.M.B., the C.C.A.A., and the N.C.A.A.
- Work to develop the support of the C.S.U.M.B. community, students, faculty, staff, alumni, and friends for our teams and to experience that support in the form of attendance at games and matches.
- Promote in the media, in the community, and in the public eye the best image of C.S.U.M.B., its academic stature, its athletic goals, its teams, and its success.

California Collegiate Athletic Association

The C.C.A.A. has been one of the nation's most successful intercollegiate athletic conferences since its establishment in December of 1938. The eleven-member league is home to some of the nation's finest N.C.A.A. Division II athletic programs. These institutions include California Polytechnic State University at Pomona, California State University at Humboldt, California State University at Dominguez Hills, California State University at Los Angeles, California State University at San Bernardino, California State University at Stanislaus, California State University at Chico, California State

University at San Francisco, California State University at Sonoma, University of California at San Diego, and C.S.U.M.B. California State University at Humboldt joined the league in the beginning of the 2006-07 season, the same year that California State University at Bakersfield relinquished its C.C.A.A. status to enter the N.C.A.A. Division I level.

The member institutions compete in seven women's and six men's C.C.A.A. sponsored sports. Fall sports include men's and women's cross-country, men's and women's soccer, and women's volleyball. Men's and women's basketball are contested in the winter, and women's tennis, men's golf, men's and women's outdoor track & field, softball, and baseball comprise spring competition.

C.C.A.A. Mission Statement

The general purpose of the C.C.A.A. is to foster and administer amateur sports competition among its N.C.A.A. Division II member institutions.

The specific purposes of the C.C.A.A. are:

- To initiate, stimulate, and improve intercollegiate athletic programs for student-athletes and promote and develop educational leadership, sportsmanship, physical fitness, sports participation as a recreational pursuit, and athletic excellence.
- To uphold the principle of institutional control of, and responsibility for, all intercollegiate sports in conformity with the Constitution and Bylaws of the C.C.A.A.
- To encourage its members to adopt eligibility rules to comply with satisfactory standards of scholarship, sportsmanship, and amateurism.
- To formulate and publish rules of play governing sports when necessary to supplement those established by the National Collegiate Athletic Association (N.C.A.A.).
- To collect, disseminate, and preserve intercollegiate records.
- To establish eligibility standards for, and supervise the conduct of, athletic events sponsored by the C.C.A.A.
- To cooperate with other amateur athletic organizations in promoting and conducting local and regional athletic events.

- To study, in general, all phases of competitive intercollegiate athletics and establish standards whereby the colleges and universities of the C.C.A.A. can maintain their athletic activities at a high level.

For more information on the C.C.A.A. visit the website at:

<http://www.goccaa.org/>.

Sportsmanship

In accordance with the C.C.A.A., C.S.U.M.B. promotes good sportsmanship from all players, coaches, and fans. The following statement is read prior to all C.C.A.A. athletic competition to help meet this directive:

“Ladies and gentlemen, California State University, Monterey Bay and the C.C.A.A. promote good sportsmanship. Any words and/or gestures considered sexist, racist, and/or derogatory directed at players, officials, and event staff are not tolerated and are grounds for removal from the site of competition. Thank you.”

Athletic Department Contact Information

General

Athletic Department	Otter Sports Center	Aquatic Center
Building 84F	Building 90	Building 100
(831) 582-3015	(831) 582-3031	(831) 582-4552
(831) 582-4023 fax	(831) 582-4463 fax	pool@csumb.edu
athletics@csumb.edu		

Staff

Athletic Director	Administrative Analyst	Accounting Technician
Bill Trumbo	Carol Zabala	Julia Hubbard
(831) 582-4270	(831) 582-3547	(831) 582-3345
bill_trumbo@csumb.edu	carol_zabala@csumb.edu	julia_hubbard@csumb.edu
Admin. Support Asst.	Sports Information Director	Outdoor Rec. Coordinator
Michelle Gonzalez	Mike Bond	Cynthia D’Vincent
(831) 582-3715	(831) 582-4783	(831) 582-4271
michelle_gonzalez@csumb.edu	mike_bond@csumb.edu	cynthia_dvincent@csumb.edu

Intramural Coordinator	O.S.C. Facility Manager	O.S.C. Facility Manager
Amber Magner	Artie Cairel	Andrea Kenney
(831) 582-4646	(831) 582-4536	(831) 582-3721
amber_magner@csumb.edu	artie_cairel@csumb.edu	andrea_kenney@csumb.edu
Faculty Athletic Rep./ Chair, H.P.W.E. Dept.	Coordinator of Compliance/ Senior Woman Admin.	Head Athletic Trainer/ Aquatic Center Manager
Dr. Bobbi Bonace	Denise Castro	Ken Howat
(831) 582-4257	(831) 582-5216	(831) 582-4553
bobbi_bonace@csumb.edu	denise_castro@csumb.edu	ken_howat@csumb.edu
Certified Athletic Trainer		
Jennifer Landgrebe		
(831) 582-3010		
jennifer_landgrebe@csumb.edu		

Head Varsity Coaches

Baseball	Men’s Basketball	Women’s Basketball
Rich Aldrete	Bill Trumbo	Amber Magner
(831) 582-3720	(831) 582-4504	(831) 582-4505
richard_aldrete@csumb.edu	mensbasketball@csumb.edu	amber_magner@csumb.edu
Cross-Country	Men’s Golf	Women’s Golf
Yi Mao	Bill Paulson	Marcia Juergens
(831) 582-3778	(831) 582-4258	(831) 582-4258
yi_mao@csumb.edu	bill_paulson@csumb.edu	foremarcia@aol.com
Sailing	Men’s Soccer	Women’s Soccer
Frank Degnan	Artie Cairel	Erin Roberts
(831) 582-3309	(831) 582-4536	(831) 582-4685
frank_degnan@csumb.edu	artie_cairel@csumb.edu	womens_soccercoach@csumb.edu
Softball	Volleyball	Women’s Water Polo
Andrea Kenney	Jerry Gregg	Gary Figueroa
(831) 582-3721	(831) 582-4509	(831) 582-4553
andrea_kenney@csumb.edu	jerry_gregg@csumb.edu	gary_figueroa@csumb.edu

Facilities

Otter Sports Center

The Otter Sports Center is a 10,000 square foot facility located on the corner of Third Street and Second Avenue. This facility houses a basketball/volleyball

gymnasium, a weight room, a cardio-vascular room, two racquetball courts, a men's locker room, a women's locker room, the athletic training room, and various offices. The gymnasium, nicknamed the "Kelp Bed," is home to the men's basketball team, the women's basketball team, and the women's volleyball team.

Training Room

Situated in the rear of the Otter Sports Center, the athletic training room can be accessed through either the men's or women's locker rooms as well as the back exit/entrance. The training room is fully quipped with an ice machine, a whirlpool, an electric stem machine, an ultrasound machine, multiple benches, various supplies, and more. This is where all student-athletes should go to receive examination, diagnosis, course of action, and treatment for all sport-related injuries as well as preventative care and rehabilitation training.

Aquatic Center

The Aquatic Center contains a 25-meter by 25-meter pool equipped with eight lanes and a diving board. These specifications make the pool compliant with N.C.A.A. short course requirements. The pool is 3 ½ feet deep at the shallowest point and 13 feet deep at the deepest point. The Aquatic Center, complete with a diving board, locker rooms, and offices, is home to the women's water polo team.

Soccer Complex

Near the pool, the Soccer Complex is equipped with two Olympic quality fields. Amenities include windscreens on the north and west ends of the field, bleachers, a scoreboard, and handicap access and seating. The Soccer Complex is home to the men's and women's soccer teams.

Baseball Field

The current baseball field is located near the North Quad Housing. Complete with a clubhouse, batting cages, dugouts, high school/college/major league field measurements, the baseball field is home to the baseball team. Plans of building a new baseball field are underway.

Developing Areas

In conjunction with the C.S.U.M.B. Master Plan, the development of additional athletic fields and facilities are planned. Near the Soccer Complex, current track/stadium, and Aquatic Center, new baseball and softball fields will be built. In addition, a renovation of the all weather track, Astroturf infield, and stadium will take place. A stadium field house, a training room with offices, and tennis courts are also all part of the developments. The project, scheduled to begin and the end of the 2006 academic year, should be ready by the end of the 2007 school year.

Benefits

Financial Aid

To help pay for the costs associated with attending a university, our student-athletes are eligible to receive financial aid. Based on certain qualifications, financial aid for tuition, books, supplies, room, and board can come in a few ways.

As an N.C.A.A. Division II member, C.S.U.M.B. is permitted to provide athletes with athletic scholarships. As a relatively new institution and a growing athletic department, C.S.U.M.B. is continually attempting to provide athletes with financial support up to the maximum allowed by the conference. However, at this time in our development, we are only financially capable of providing a minimal amount. Athletic

scholarship money is offered to our student-athletes at each coach's discretion and must be approved by Athletic Director and awarded by the University Financial Aid Office. In addition, this money is based on available funding, athletic skill, need, and more. Scholarship money goes directly to tuition and does not have to be paid back.

The California State University Grant is awarded to students based on financial need. For undergraduates 23 years of age or younger, your parent's income is calculated to see if and how much you are eligible to receive. Once you reach 24 years of age or become a graduate student, your parent's income is no longer a factor. At this point, your annual income is tabulated in the equation. Grant money first goes to your student account, then as a check made payable to you. This money is not paid back.

Student loans are another common source of financial aid. Some examples of loans are the Federal Perkins Loan and the Unsubsidized or Subsidized Stafford Loans. Remember to budget your money properly as student loans must be paid back with interest. However, you do not need to make payments on most loans until a year after graduation.

There are many other viable options for financial aid. These options include other scholarships based on specific qualifications, other loans, different grants, work-study, and more. Be sure to fill out your Free Application for Federal Student Aid (FAFSA) and submit it to the financial aid office prior to the academic year. For more information on financial aid, visit the website at: <http://csumb.edu/general/financial/>.

Equipment/Apparel

As a student-athlete you will receive the equipment necessary to prepare you for intercollegiate competition. This equipment includes access to the weight/cardio rooms,

training room, and gym/field time. Be sure to take full advantage of the equipment available in these locations.

Other apparel may be provided based on funding, fundraising, donation support, and need. This apparel can include uniforms, shoes, bags, warm-ups, sweaters, shirts, and more.

Travel Expenses

Travel for competition is a necessity for all sport teams. Along with this travel comes numerous expenses. Most of these expenses will be covered through the athletic department. These expenses can include car rental, plane travel, gas, hotel accommodations, and more. In addition, you will receive a per diem or “meal money” while on the road for your dining needs. Per diem is \$4 for breakfast, \$5 for lunch, and \$6 for dinner. While this is true on most occasions, there are some exceptions. For example, if your team is traveling and only receiving per diem for dinner, the amount is \$7. Also, if your team returns after midnight, you are allotted \$4 for breakfast.

Travel Protocol

While away from the University for intercollegiate athletic competition, athletes must adhere to travel protocol. Student-athletes are the responsibility of the Athletic Department and the University from the time they leave campus to the time they return. All athletes must travel with the team unless a Deviation From Travel Form has been filled out by the student-athlete, the parent or guardian if 17 years of age or younger, the coach, and submitted and approved by the Athletic Director prior to the trip.

Recognition

Sports Information

In order to build our sports program reputation, illicit increased donor response, boost community support, and recognize our student-athletes, sports information and marketing is a vital tool for the department.

The Office of Sports Information and Marketing has a number of responsibilities. The office takes statistics at all home events, writes press releases on all athletic contests, promotes upcoming events, maintains the athletic web page, and provides the required statistics and rosters to the California Collegiate Athletic Association as well as to the various opponents.

In addition, the office is responsible for acquiring sponsors to support the athletic teams. The office is located in Building 86C, across the street from the Otter Sports Center. Questions can be directed to the Coordinator of Sports Information and Marketing, Michael Bond.

Awards

The C.C.A.A. and N.C.A.A. present individual awards based on athletic performance. These awards include All-Conference performers, All-American performers, and scholar-athletes. In addition, our student-athletes can be recognized as “player of the week” in the conference for their respective sport.

C.S.U.M.B. gives out athletic department awards during the end of the year at the individual team banquets and the all-sports banquet. Team awards can include Team Most Valuable Player, Most Improved, Most Inspirational, Coaches Award, Scholar-Athlete, Best Offense, Best Defense, and more, depending on the sport. Athletic department awards included Outstanding Athletes for each team, Male and Female

Athlete of the Year, Male and Female Scholar-Athlete, Otter of the Year, and Men's and Women's Team of the Year.

Banquets

In addition to the individual team banquets which are organized separately, a year-end awards banquet for all C.S.U.M.B. student-athletes, coaches, and staff takes place each year in May. This dinner is a celebration of the past year's successes and provides an opportunity to present team and department awards. It is organized, funded, and ran by the athletic department in conjunction with the S.A.A.B. Board.

Athlete Support

Faculty Athletic Representative

Dr. Bobbi Bonace, Chair of the Human Performance and Wealth Department, is our Faculty Athletic Representative. With respect to this position, Dr. Bonace acts as the liaison between the professors and the student-athletes as she mediates any issues or concerns.

Student-Athlete Advisory Board (S.A.A.B.)

The Student-Athlete Advisory Board is a committee of student-athletes assembled to provide insight on the student-athlete experience. Currently meeting at least once a semester, the board consists of at least one member from each of the 12 intercollegiate teams that the university sponsors. The S.A.A.B. also offers input to the administration on the rules, regulations, and polices that affect student-athletes' lives at C.S.U.M.B. The mission of this committee is to enhance the total student-athlete experience by promoting opportunity, protecting student-athlete welfare, maintaining athletic integrity, acting as a

liaison between student-athletes and the administration, and fostering a positive student-athlete image.

Otter Backers

Otter Backers consist of individuals who have made a financial contribution to the development of our athletic program. There are six membership levels available. These levels include First Team (\$50 donation), Team MVP (\$100), All-American (\$250), Retired Uniform (\$500), Hall of Fame (\$1,000), and Living Legend (\$5,000). The Otter Backers are crucial to the progression and sustainability of our athletic program. We are truly grateful and appreciative of their selflessness. For more information about the Otter Backers or to find out how to become an Otter Backer contact the athletic department at (831) 582-3015.

Section IV: N.C.A.A. Division II Compliance

Introduction

The N.C.A.A. Division II Manual is an almost 400-page document that outlines in great detail the mandated rules and regulations of the Association. These rules are organized into three distinct categories. These categories are the Constitution, the Operating Bylaws, and the Administrative Bylaws. Each category is then further segmented into Articles. While each category is extremely important in their own right, the Operating Bylaws contain the articles which are imperative for student-athletes to understand. In an effort to organize and minimize the information provided in the manual, the articles that pertain to student-athletes are explained in this section of the C.S.U.M.B. Student-Athlete Handbook. For further information on the material not presented in the handbook, please visit the manual in its entirety at: http://www.ncaa.org/library/membership/division_ii_manual/2005-06/2005-06_d2_manual.pdf

Disclaimer

It is extremely important to understand that the information presented in the following pages of this handbook have been condensed and summarized for the benefit of the reader. Each Article contains numerous bylaws, exceptions, amendments, and further explanations. Also, the manual is revised and updated each year in order to accommodate for new rules. Please visit the website listed above for all the complete and accurate bylaws. The following pages only summarize the Articles and are meant to provide you with an overall view of N.C.A.A. Division II compliance. However, please refer to the actual manual itself or the proper campus athletic administrator before making a definitive action with respect to any of the material presented.

Organization

Constitution

The first section of the manual is the Constitution. The Constitution, which contains Articles 1-6, consists of information relevant to the purposes of the Association, it's structure, it's membership and legislative-process information, and the more important principles for the conduct of intercollegiate athletics.

- Article 1: Name, Purposes, and Fundamental Policy
- Article 2: Principles for Conduct of Intercollegiate Athletics
- Article 3: N.C.A.A. Membership
- Article 4: Organization
- Article 5: Legislative Authority and Process
- Article 6: Institutional Control

Articles 7-9 do not pertain to the N.C.A.A. Division II and are therefore omitted from the Division II Manual.

Operating Bylaws

The second section of the manual is the Operating Bylaws. The Operating Bylaws, which contains Articles 10-21, consist of legislation adopted by the membership to promote the principles enunciated in the constitution and to achieve the Association's purposes.

- Article 10: Ethical Conduct
- Article 11: Conduct and Employment of Athletics Personnel
- Article 12: Amateurism
- Article 13: Recruiting
- Article 14: Eligibility: Academic and General Requirements
- Article 15: Financial Aid
- Article 16: Awards, Benefits, and Expenses for Enrolled Student-Athletes
- Article 17: Playing and Practice Seasons
- Article 18: Championships and Postseason Football
- Article 19: Enforcement
- Article 20: Division Membership
- Article 21: Committees

Articles 22-29 do not pertain to the N.C.A.A. Division II and are therefore omitted from the Division II Manual.

Administrative Bylaws

The third section of the manual is the Administrative Bylaws. The Administrative Bylaws, which contains articles 30-32, set forth policies and procedures for the implementation of (a) the general legislative actions of the Association, (b) the N.C.A.A. championships and the business of the Association, (c) the Association's enforcement program, and (d) the Association's athletics certification program.

Explanation of Articles Covered

While the complete Division II Manual contains information for student-athletes, athletic administrators, coaches, member institutions, recruits, and more, the following pages will only detail information relevant to student-athletes. As a result, articles 1, 10, 12, 13, 14, 15, 16, and 17 will be covered. The remaining articles will not be reviewed.

Name, Purposes, and Fundamental Policy (Article 1)

1.2 Purpose

The purposes of this Association are:

- a) To initiate, stimulate, and improve intercollegiate athletics programs for student-athletes and to promote and develop educational leadership, physical fitness, athletics excellence, and athletics participation as a recreational pursuit.
- b) To uphold the principle of institutional control of, and responsibility for, all intercollegiate sports in conformity with the constitution and bylaws of this Association.
- c) To encourage its members to adopt eligibility rules to comply with satisfactory standards of scholarship, sportsmanship, and amateurism.
- d) To formulate, copyright, and publish rules of play governing intercollegiate athletics.
- e) To preserve intercollegiate athletics records.
- f) To supervise the conduct of, and to establish eligibility standards for, regional and national athletics events under the auspices of this Association.

- g) To cooperate with other amateur athletics organizations in promoting and conducting national and international athletics events.
- h) To legislate, through bylaw or by resolutions of a Convention, upon any subject of general concern to the members related to the administration of intercollegiate athletics.
- i) To study in general all phases of competitive intercollegiate athletics and establish standards whereby the colleges and universities of the United States can maintain their athletics programs on a high level.

1.3 Fundamental Policy

The competitive athletics programs of member institutions are designed to be a vital part of the educational system. A basic purpose of the Association is to maintain intercollegiate athletics as an integral part of the educational programs and the athlete as an integral part of the student body and, by so doing, retain a clear line of demarcation between intercollegiate athletics and professional sports.

Ethical Conduct (Article 10)

10.01 General Principles

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

10.1 Unethical Conduct

Unethical conduct by a student-athlete may include, but is not limited to:

- a) Refusal to furnish information relevant to an investigation of a possible N.C.A.A. violation or offering false information.
- b) Knowing involvement of academic fraud
- c) Knowing involvement or receiving of improper benefits.

10.2 Knowledge of Use of Banned Drugs

A student-athlete or athletic department staff who have knowledge of a student-athlete's use of banned drugs at any time must report such action to the proper authorities.

10.3 Gambling Activities

Student-athletes and athletic department staff shall not knowingly:

- a) Provide information to those involved in organized gambling.
- b) Solicit or accept a bet on any intercollegiate team.
- c) Participate in any gambling activity involving intercollegiate or professional athletics through a bookmaker, parlay card, etc.
- d) Engage in activities designed to influence the outcome of an intercollegiate contest or in an effort to affect win-loss margin (i.e. point shaving).

10.4 Disciplinary Action

Prospective or enrolled student-athletes found in violations of these provisions shall be ineligible for further intercollegiate competition. They can appeal this decision with the Student-Athlete Reinstatement Committee for restoration of eligibility.

Amateurism (Article 12)

12.01 General Principles

Only an amateur student-athlete is eligible to participate in any intercollegiate sport. This amateur status may be lost as a result of activities before enrollment in college. Grant-in-aid, such as scholarships, administered by an educational institution is not considered to be pay for athletics skill, provided it does not exceed the financial aid limitations set by the Association's membership.

12.02 Definitions and Applications

For the purpose of these set of rules, pay is the "receipt of funds, awards, or benefits not permitted by the governing legislation of the Association." A professional

athlete is “one who receives any kind of payment, directly or indirectly, for athletics participation except as permitted by the governing legislation of the Association.

12.1 General Regulations

Amateur status, and therefore eligibility, will be lost if the individual, after full-time college enrollment:

- a) Uses his or her athletic skill for pay in any form in that sport.
- b) Accepts a promise of pay even if such pay is to be received after their eligibility expires.
- c) Signs a contract or commitment of any kind to play professional athletics.
- d) Receives a salary, reimbursement of expenses, or any other form of financial assistance from a professional sports organization based on athletic skill or participation.
- e) Competes on any professional athletics team, even if pay was not received.
- f) Enters into a professional draft or an agreement with an agent.
- g) Enters into an agreement prior or subsequent to full-time collegiate enrollment.

12.4 Employment

Compensation may be paid to a student-athlete:

- a) Only for work actually performed.
- b) At a rate commensurate with the going rate in that locality for similar services.
- c) An employer shall not use the athletics reputation of a student-athlete employee to promote the sale of the product or service.

Recruiting (Article 13)

13.01 General Principles

The recruitment of a student-athlete by any institution or athletics interest representative in violation with the Association’s legislation will result in that student-athlete becoming ineligible. The Student-Athlete Reinstatement Committee may restore eligibility if warranted.

13.02.9 Recruited Prospective Student-Athlete

Actions by a staff member or athletics representative that cause a prospective student-athlete to become a recruited prospective student-athlete at that institution are:

- a) Providing the prospect with an official visit.
- b) Arranging a meeting with the prospect, prospect's relative, or prospect's guardian.
- c) Initiating or arranging a telephone contact with the prospect, prospect's relative, or prospect's guardian on more than one occasion for the purpose of recruitment.

13.1.4 Recruiting Calendars

Recruiting calendars limiting contact and evaluation periods apply in the sports of basketball and football. They also include recruiting dead periods in all sports. The recruiting calendars are available on the N.C.A.A. website at www.ncaa.org.

13.2 Offers and Inducements

Specific prohibited financial aid benefits include, but are not limiting to:

- a) An employment arrangement for a prospect's relative.
- b) Gift of clothing or equipment.
- c) Cosigning of loans.
- d) Providing loans to a prospect's relative or friend.
- e) Cash or similar items.
- f) Any tangible items, including merchandise.
- g) Free or reduced-cost services, rentals or purchases of any type.
- h) Free or reduced-cost housing.
- i) Use of an institution's athletics equipment.
- j) Sponsorship of an awards banquet for prospect's school.

Eligibility: Academic and General Requirements (Article 14)

14.01 General Responsibility

An institution shall not permit a student-athlete to represent it in intercollegiate athletics competition, unless the student-athlete meets all applicable eligibility requirements and the institution has certified the student-athlete's eligibility.

14.01.2 Academic Status

To be eligible to represent an institution in intercollegiate athletics competition, a student-athlete shall be enrolled in at least a minimum full-time program of studies, be in academic good standing, and maintain progress toward a baccalaureate or equivalent degree.

A waiver of the minimum full-time enrollment requirement may be granted for a student enrolled in the final term of the baccalaureate program. Also, a student may represent the institution while enrolled as a graduate or professional student or while enrolled and seeking a second baccalaureate degree at the same institution.

14.01.3 Compliance with Other N.C.A.A. and Conference Legislation

To be eligible to represent an institution in intercollegiate athletics competitions, a student-athlete shall be in compliance with all applicable rules of the Association, institution, and conference. In addition to the academic requirements, an eligible student-athlete must also adhere to the:

- a) Amateurism Bylaw.
- b) Awards, Benefits, and Expenses Bylaw.
- c) Ethical Conduct Bylaw.
- d) Financial Aid Bylaw.
- e) Recruitment Bylaw.

14.2 Seasons of Competition: 10 Semester/15 Quarter Rule

A student-athlete shall complete his or her seasons of intercollegiate participation during the first 10 semesters or 15 quarters in which the student is enrolled in a collegiate institution.

14.2.5 Hardship Waiver

A student-athlete may be granted an additional year of competition by the conference or the Student-Athlete Reinstatement Committee for reasons of “hardship.”

Hardship is defined as an incapacity resulting from an injury or illness that has occurred under all of the following conditions:

- a) Occurs in one of the four seasons of intercollegiate competition.
- b) Results in an incapacity to compete for the remainder of the playing season.
- c) Occurs when the student-athlete has not participated in more than two contests/dates of competition or 20 percent (whichever number is greater) of the institution's scheduled dates of competition.

14.3 Freshman Academic Requirements

A student-athlete who enrolls in a Division II institution as an entering freshman with no previous full-time college attendance must meet the following in order to be declared eligible by the clearinghouse in their first year:

- a) A minimum cumulative grade-point average of 2.000 (based on a maximum 4.000) in a successfully complete core curriculum of at least 14 academic courses including English (3 years), Mathematics (2 years), Natural/Physical Science with at least one year of lab (2 years), Additional courses in English, math, or natural/physical science (2 years), Social Science (2 years), and Additional academic courses including any above courses, foreign language, philosophy, or nondoctrinal religion (3 years).
- b) A minimum combined score of the S.A.T. verbal and math sections of 820 or a minimum sum score of 68 on the A.C.T.

14.5 Transfer Regulations

A student who transfers to a member institution from any collegiate institution is required to complete one full academic year of residence at the certifying institution before being eligible to compete or receive travel expenses.

14.5.4 Two-Year College Transfers

A student who transfers to a member institution from a two-year college must complete an academic year or residence, unless the student meets the following eligibility requirements:

- a) The student-athlete has attended the two-year college as a full-time student for at least two semester or three quarters (excluding summer sessions).

- b) The student-athlete has either graduated from the two-year college (25% minimum credit hours used to fulfill the student's academic degree requirements must be earned at the two-year college that awards the degree) or the student-athlete has satisfactorily completed an average of at least 12-semester or 12-quarter hours in transferable-degree credit acceptable toward any baccalaureate degree program at the certifying institution for each academic term of full-time attendance with a cumulative minimum grade-point average of 2.000.

Financial Aid (Article 15)

15.01 General Principles

A student-athlete may receive scholarships or educational grants-in-aid administered by an educational institution that do not conflict with the governing legislation of the Association.

A student-athlete who receives financial aid other than that permitted by the Association shall not be eligible for intercollegiate athletics. A student-athlete can receive financial aid not administered by the institution if the aid is:

- a) Received from one on whom the student-athlete is naturally or legally dependent.
- b) Awarded solely on bases having no relationship to athletics ability.
- c) Awarded through an established and continuing program to aid students, of which athletics participation is not the major criterion.
- d) Awarded through an established and continuing program for recognition of outstanding high-school graduates, of which athletics may be a major criterion.

15.02.5 Full Grant-in-Aid

A full grant-in-aid is financial aid that consists of tuition and fees, room and board, and required course-related books and supplies.

15.1 Maximum Limit on Financial Aid

A student-athlete shall not be eligible to participate in intercollegiate athletics, if he or she receives financial aid that exceeds the value of a full-grant-in-aid.

15.2 Elements of Financial Aid

An institution may provide a student-athlete financial aid that includes the actual cost of tuition and required institutional fees.

An institution may provide a student-athlete financial aid that includes the cost of room based on the official allowance for room as listed in the institution's official publication and a board allowance that consists of three meals per day, even if the institution's maximum permissible award allowance for all students represent a lesser cost figure.

An institution may provide a student-athlete financial aid that covers the actual cost of required course-related books and course-related supplies.

15.2.5 Financial Aid from Outside Sources

A student-athlete may receive financial aid from anyone on whom the student-athlete is naturally or legally dependent.

Tuition funds from a state sponsored or private prepaid college tuition plan, purchase by an immediate family member or legal guardian and paid to an institution on behalf of a student-athlete, are considered to be aid from a parent or legal guardian.

A student-athlete may receive financial aid awarded solely on bases having no relationship to athletics ability.

A scholarship administered outside the institution that permits an applicant to include athletics participation or achievements as part of the application process may not be awarded.

A student-athlete may receive an outside educational grant awarded solely on bases having no relationship to athletics ability up to the cost of attendance if the

recipient's choice of institutions is not restricted by the donor and the donor is not representative of an institution's athletics interest.

Awards, Benefits, and Expenses for Enrolled Student-Athletes (Article 16)

16.01 General Principles

A student-athlete shall not receive any awards, excessive expense allowances, extra benefits, and/or pay not authorized by the N.C.A.A. legislation. Receipt of these benefits could either render the student-athlete ineligible for athletics competition in the sport for which the improper benefit was received or all sports, depending on the severity of the infraction.

16.02 Definitions and Applications

An award is an item given in recognition of athletic participation performance. All awards given to student-athletes must meet the Association's regulations.

An excessive expense is one not specifically authorized under regulations of the Association concerning awards, benefits, and expenses.

An extra benefit is any special arrangement by an institutional employee or a representative of the institution's athletics interests to provide a student-athlete or the student-athlete's relative or friend a benefit not expressly authorized by N.C.A.A. legislation.

Pay is the receipt of funds, awards, or benefits not permitted by governing legislations of the Association for participation in athletics.

Playing and Practice Seasons (Article 17)

17.01 General Principles

A member institution shall limit its organized practice activities, the length of its playing seasons, and the numbers of its regular-season contests and/or dates of competition in all sports to minimize interference with the academic programs of its student-athletes.

17.02 Definitions and Applications

Countable athletically related activities include any required activity with an athletics purpose, involving student-athletes and at the direction of, or supervised by, any member or members of an institution's coaching staff, including strength and conditioning coaches. Strength and conditioning personnel may monitor voluntarily individual workouts for safety purpose without considering such supervision as a countable athletically related activity. If the strength and conditioning coach is also a coaching staff member for one of the institution's intercollegiate teams, such assistance may be provided only if that staff member performs such duties for all intercollegiate teams.

17.1 General Playing-Season Regulations

The playing season for a particular sport is the period of time between the date of an institution's first officially recognized practice session and the date of the institution's last practice session or date of competition, whichever occurs later. An institution is permitted to conduct officially recognized practice and competition each academic year only during the playing season as regulated for each sport. The institution must conduct the same playing season for varsity and sub-varsity teams in the same sport.

17.1.5 Time Limits for Athletically Related Activities

A student-athlete's participation in countable athletically related activities during the playing season shall be limited to a maximum of four hours per day and 20 hours per week. In golf, a practice round may exceed four hours, but the weekly limit of 20 hours shall remain in effect. One calendar day per week must be taken off.

Outside of the playing season during the academic year, only a student-athlete's participation in film review for football, weight-training, conditioning, and individual skill instruction shall be permitted. This participation shall be limited to a maximum of eight hours per week of which not more than two hours may be spent on individual skill workouts. These activities can only occur on two calendar days per week.

For the maximum number of contests and dates of competition for each sport and for the academic year playing and practice seasons for each sport in detail, please visit the N.C.A.A. Division II Manual in its entirety at:

http://www.ncaa.org/library/membership/division_ii_manual/2005-06/2005-06_d2_manual.pdf

Section V: Academics

It's Yours for the Taking

Degrees Offered

The academic programs at C.S.U.M.B. are divided into four separate colleges. The College of Arts, Humanities, and Social Sciences encompasses seven undergraduate majors. These majors are:

- Bachelor of Arts in Music and Performing Arts
- Bachelor of Arts in Visual and Public Arts
- Bachelor of Arts in Human Communication
- Bachelor of Arts in Integrated Studies
- Bachelor of Arts in Global Studies
- Bachelor of Arts in Social and Behavioral Sciences
- Bachelor of Arts in World Languages and Cultures

The College of Professional Studies offers four undergraduate majors, two graduate programs, and three teaching credential programs. These majors are:

- Bachelor of Science in Business Administration
- Bachelor of Science in Human Performance and Wellness
- Bachelor of Arts in Liberal Studies
- Bachelor of Arts in Collaborative Health and Human Services
- Master of Arts in Education
- Master of Arts in Public Policy
- Multiple Subject Teaching Credential
- Single Subject Teaching Credential
- Mild/Moderate Education Specialist Credential, Level I and Level II

The College of Science, Media Arts, and Technology is the umbrella for four undergraduate majors and three graduate programs. These majors are:

- Bachelor of Science in Telecommunications, Multimedia, and Applied Computing
- Bachelor of Science in Earth Systems Science and Policy
- Bachelor of Arts in Mathematics
- Bachelor of Arts in Teledramatic Arts and Technology
- Master of Arts in Instructional Science and Technology
- Master of Science in Management and Information Technology
- Master of Science in Marine Science

The College of University Studies and Programs brings together non-degree academic programs that support students and faculty in teaching and learning, advising, mentoring, tutoring, academic planning, and service learning. This college does not offer any academic majors.

For a more detailed look into academic undergraduate majors, graduate programs, teaching credentials, minors, and concentrations please visit the academic programs homepage at: <http://csumb.edu/site/x277.xml>.

Individual Learning Plans (I.L.P.)

Despite your academic major, it is crucial to develop an Individual Learning Plan (I.L.P.) as soon as possible. This usually occurs after you have completed all of your lower division pre-requisite classes and begin taking upper division coursework within your academic discipline. The I.L.P. is your “blueprint” towards the most efficient graduation. The I.L.P., which is constructed by yourself and your advisor, outlines the specific classes you need to take to insure graduation. General education classes, pre-requisites, upper division courses, the foreign language requirement, service learning, minors, and concentrations are all considered in this learning plan. The I.L.P. is tailored specifically to meet your academic goals, while satisfying university requirements. Meet with your academic advisor to develop the right I.L.P. for you.

Graduation Requirements

Graduation requirements can be very confusing to understand. In order to graduate, a student must successfully navigate through University Learning Requirements, Major Learning Outcomes, Pre-Requisites, Upper-Division courses, and more.

University Learning Requirements (U.L.R.) are lower division courses required by all students, regardless of academic major. At many universities, U.L.R.'s are generally referred to as general education classes, or G.E.'s. The purpose of University Learning Requirements is to insure that all graduates have a basic knowledge of various academic disciplines. Our U.L.R.'s include:

- Community Participation (Service Learning)
- Creative and Artistic Expression
- Culture and Equity
- Democratic Participation
- English Communication
- Ethics
- Literature/Pop Culture
- Mathematics Communication
- Science
- Technology Information
- U.S. Histories
- Vibrancy

Pre-requisite courses are lower-division classes within an academic major that must be completed before a student can enroll in upper-division coursework. These courses are often introductory classes that provide a student with the basic foundation necessary for the more advanced upper-division classes.

Major Learning Outcomes (M.L.O.) are distinct to their respective academic majors. The M.L.O.'s outline in detail what is expected within that degree to insure that the graduate has fulfilled the department's intended outcome.

It is important to understand that many courses offered here at C.S.U.M.B. may count for two different requirements. This is often referred to as "double counting." For example, a pre-requisite within your academic major may also fulfill one of the University Learning Requirements. Be sure to discuss these possibilities with your academic advisor and take full advantage of these opportunities.

For more information on any of the graduation requirements, contact the academic advising department or ask your academic advisor.

Registration

To pre-register for a given semester, you will create a proposed schedule online at planner web. This schedule will be sent to your academic advisor for review. Once consent has been granted, you will be able to register online at banner web during your scheduled time period. You will also be able to add and drop classes online for a set period at the beginning of each semester. After this time expires, you will have to go to the Campus Service Center for all add, drop, and registration issues.

Academic Services

Academic Skills Achievement Program (A.S.A.P.)

Open to all C.S.U.M.B. students, A.S.A.P. offers peer tutoring services and tutorial workshops to complement coursework in the areas of writing, mathematics, computer technology, science, and languages, as well as study strategies aimed at meeting a variety of learning needs.

Academic Advising (Lower Division)

Advising supports all lower-division students by helping them plan how they will fulfill their University Learning Requirements and explore prospective majors through workshops, group interaction, and individual peer counseling. Advising also supports C.S.U.M.B. students who become sidetracked to find ways to become more academically successful.

Admission and Records (A.&R.)

Admission and Records processes admissions applications, determines admission eligibility, evaluates transfer credits, registers students, posts grades, and produces official transcripts and degree evaluations. A.&R. also provides information and services to prospective students including Pre-Admissions Counseling and guided campus tours.

Career Development (C.D.O.)

Career Development coordinates on-campus student employment, internship opportunities, individual resume critique evaluations, career exploration resources, a career resource library, and graduate and professional school resource information. C.D.O. maintains on-campus and off-campus job listings both in hard copy and online, sponsors career development workshops/events, and career and graduate fairs.

Student Disabilities Resources (S.D.R.)

With a goal of providing academic accommodations and other support services that promote success, S.D.R. assists students who have learning, mobility, vision, or psychological disabilities, are deaf or hard of hearing, have other chronic medical conditions that result in disability, and/or experience temporary disabilities.

Campus Service Center (C.S.C.)

The Campus Service Center provides forms, information, and front counter support for admissions, records, transcripts, financial aid, and cashiering. The C.S.C. distributes parking permits, Otter I.D. cards, and paychecks. The C.S.C. is able to provide information and services with its access to student records in the Banner student information system and a fully functional cashiering system.

College Assistance Migrant Program (C.A.M.P.)

C.A.M.P. serves freshmen students addressing their special needs including orientation, assessment, academic advising, career and personal counseling, leadership skills, language, reading, and writing development, self-esteem building, cultural enrichment, and, if eligible, financial assistance.

Educational Opportunity Program (E.O.P.)

A state funded program that supports historically disadvantaged, first-generation college students, E.O.P. provides admissions and academic support to qualified students. E.O.P. has a specific program for freshmen as well as specific transition programs and workshops that meet the needs of the transfer student. E.O.P. provides academic and personal support to assist the students in the program to strive for excellence.

Faculty Mentor Program (F.M.P.)

F.M.P. helps students navigate their first-year experience by offering the support of peer and faculty mentors. The program provides special attention to first-generation, re-entry, and transfer students by encouraging faculty-student interactions that will extend beyond the first year at C.S.U.M.B. F.M.P. seeks to improve student retention and academic success.

Migrant Student Support Services (M.S.S.S.)

Providing support to students from a migrant background, M.S.S.S. fosters the success of its students by working closely with the Educational Opportunity Program and Student Support Services to enhance and supplement the services provided by those two programs. M.S.S.S. assumes the role of advocate and develops collaborative arrangements across campus to create a welcoming and supportive community.

Student Support Services (S.S.S.)

A federally funded program designed to provide support for low-income and first-generation college students, S.S.S. provides a comprehensive set of support services including academic monitoring, personal support, and referrals. S.S.S. helps students maximize their potential and prepare themselves for either graduate school or the career of their choice.

Writing Program

The Writing Program supports effective student writing for academic and future career success. It encourages writing across the curriculum, provides students with language development learning, supports Capstone, students, and faculty, and provides support for all faculty teaching writing and English Communication University Learning Requirement courses.

Communication with Faculty

While these educational resource programs may prove to be invaluable in your academic progress and success, it is important to maintain open lines of communication with your professors. Throughout the duration of the semester, talk openly with your professors about your obligation as a member of a university athletic team. Inform them that there may be times when you will be unable to attend class because of an athletic competition. Try to give them reasonable notice and remind them from time to time as they may forget. You may need to take make-up tests or find out from a peer what you missed in class. Encourage your professors to give you feedback, do extra credit, participate in class discussion, and turn in your assignments on time. Remember that they are accommodating you, not the other way around. Be polite and respectful.

Importance of the Degree

Picking the Right Major

Choosing your major is a very important decision that every college student must make. It is a decision that will have a dramatic impact on the duration of your college career and quite possibly, your entire life. Therefore, it is extremely important to select a major that will benefit you in the long run. Keep your career goal in mind while selecting your major, minor, and/or concentration.

Some students are lucky enough to have their major decided upon very quickly. For others, it takes time. Some students change majors two or three times until they are comfortable with their decision. It is a learning process that is unique to everyone. Don't be afraid to be undeclared. You can still take general education classes that will keep you on pace to graduate while deciding upon a major.

Life After Sports

While it is every athlete's dream to play their respective sport at the professional level, the odds against this are extremely overwhelming. In a recent study conducted by the N.C.A.A., only 2-3% of N.C.A.A. sponsored sports participants actually achieve professional status. Once professional status is achieved, the career can often be short lived. Therefore, for a drastic majority of intercollegiate athletes, the degree will provide you with opportunity that sports cannot.

Once your career comes to an end, a Bachelors degree can prove to be a powerful ally in determining your future success, earning potential, and lifestyle. Also, a Bachelors degree will be a great starting point if you decide to continue your education by pursuing a law degree, Masters, doctorate, and more.

Section VI: Athletic Training, Health, and Wellness

Athletic Training

Introduction

As a student-athlete at C.S.U.M.B. it is mutually understood that you are assuming the inherent risk of injury while participating in intercollegiate athletics. C.S.U.M.B. seeks to provide access to quality medical care for its student-athletes through the provision of the Athletic Medicine program, which comprises athletic training services that include prevention, evaluation, treatment, and physical rehabilitation of athletically related injuries. A Head Certified Athletic Trainer directs these services under the auspices of the Athletic Medicine Director, currently Michael Klassen, M.D., a local orthopedic physician. The Head Athletic Trainer is assisted by a part-time Assistant Certified Athletic Trainer. In addition, student-athletes are able to have access to a number of medical specialists when necessary by arrangement through the Head Certified Athletic Trainer.

All C.S.U.M.B. student-athletes are under the care and supervision of the Certified Athletic Trainers (A.T.C.) and the team physicians. Whenever possible, please do not go to the hospital, urgent care center, or any other physician without first consulting with an A.T.C. Exceptions are, if an emergency situation is involved or it is not possible or impractical to contact an A.T.C. Any costs accrued for medical services rendered without previous prior approval of an A.T.C. and/or team physician are the responsibility of the student-athlete.

The Athletic Medicine Training room is located in the Otter Sports Center and is accessed through the women's or men's locker rooms or from the rear of the building.

The facility features equipment and supplies to facilitate athletic injury evaluation, care, treatment, and rehabilitation.

Pre-Participation Athletic Physicals

All student-athletes are required to complete and pass an athletic screening examination prior to being permitted to participate in any practice, strength and conditioning session, and/or compete in any intercollegiate athletic event.

Physicals will be scheduled prior to the start of your season. You will be notified of the dates in advance. If you cannot attend any of the scheduled days, you will be responsible for contacting the Head Certified Athletic Trainer to arrange for the completion of an appropriate athletic screening examination. You must have a legitimate reason for not being able to attend.

Documents that you will need to complete (health history, emergency information, etc.) will be provided prior to your physical. The physical examination and all relevant paperwork must be completed and on file with the Head Certified Athletic Trainer at the Athletic Training room prior to participation in any practice, strength and conditioning session, and/or competition in any intercollegiate athletic event.

During the athletic screening examination your state of health will be evaluated by the Athletic Medicine staff who will ensure that you are fit to practice and compete. The Athletic Medicine staff may include the Team Physician, Physician's Assistant, Nurse Practitioner, and Certified Athletic Trainers.

In subsequent years following the initial pre-participation athletic screening examination, all returning student-athletes must submit a completed annual Returning Athlete Health Status Survey form prior to participation each academic year. No student-

athlete may participate in any athletic activity until a satisfactory Returning Athlete Health Status Survey form has been submitted to and reviewed by the Athletic Medicine staff and met the approval of the Team Physician. The Department of Athletics, Sport Recreation, and Health retains the right to require further medical examination based upon information disclosed in the student-athlete's Returning Athlete Health Status Survey prior to granting clearance for athletic activity.

Athletic Injury/Illness Medical Care

Any intercollegiate athletics participant who sustains an injury/illness during and as a result of an approved practice or contest must report the injury/illness to a member of the C.S.U.M.B. Athletic Medicine staff as soon as possible. Preferably, see a Certified Athletic Trainer the same day. Especially following an injury or illness that may affect your ability to play or practice. Appropriate immediate treatment is important and will speed recovery time by several days.

Do not use heat unless advised by the A.T.C. or physician. Use ice. Do not leave a drill or the practice site without the permission of your coach or a certified athletic trainer. The practice arena is your classroom, a place for you to work and learn. The certified athletic trainer will notify your coach if you are unable to participate or if your participation needs to be limited.

A daily injury status report will be given to your coach each morning in writing or orally as preferred. If a student-athlete does not report an injury or illness in a timely manner they will be expected to practice that day.

Additionally, failing to report an injury in a prompt manner may jeopardize any insurance claim arising from the injury. Please see the separate section on Insurance Coverage later in the handbook.

Following evaluation of your injury by a Certified Athletic Trainer, a treatment and rehabilitation prescription will be explained to you. You will be expected to follow the prescribed treatment and rehabilitation prescription. The Athletic Medicine staff is here to help you to recover as soon as possible and the treatment and rehabilitation protocols are intended to provide you with the best possible opportunity to recover in an expedient and safe manner. If you choose not to follow the recommended prescription you will be responsible for explaining your own practice and game status to your coach

In the instance that you become ill, it is imperative that you inform the Athletic Medicine staff well in advance on the day you feel you cannot attend practice (831-582-3010). Your health is very important and it is necessary for the Athletic Medicine staff to be informed when you are ill. The Athletic Medicine staff is available to assist with finding the right medical care to help you recover in a timely manner. Recommendations may vary from a referral to the Campus Health Center to a referral to a local medical specialist depending upon the circumstances. With the phone and First Class email service at C.S.U.M.B., there is no excuse for failing to notify the Athletic Medicine staff of any illness or injury in a timely manner.

C.S.U.M.B. Sports Medicine Network Referrals

The C.S.U.M.B. Athletic Medicine staff maintains contact with the Campus Health Center (C.H.C.) and a network of local medical specialists who are available for referral or consultation regarding a variety of medical conditions. In many cases, the

network can be accessed through the Athletic Medicine staff. There may, unfortunately, be cases when the network cannot be accessed. Please see the section regarding medical insurance for more details.

A student-athlete who is referred to the Campus Health Center or any other physician will be given a medical referral form in the Athletic Training room. The student-athlete will take the necessary form(s) to their appointment and return it to the Certified Athletic Trainer with pertinent instructions and signature of the attending physician or practitioner. All referral forms are to be returned as soon as possible following the appointment.

Referrals to medical specialists are to be made by the Athletic Medicine staff. The Department of Athletics, Sport Recreation, and Health does not assume any financial responsibility for medical treatment obtained without a referral from a Staff Certified Athletic Trainer or Team Physician.

Campus Health Center (C.H.C.)

The C.H.C. is available to all full or part-time C.S.U.M.B. students who have registered for classes and paid the on-campus health fees. To service the needs and concerns of students the C.H.C. provides the following services:

- Medical services care for acute medical conditions, minor injuries, illnesses and health education, and prevention.
- Communicable disease control care for sexually transmitted diseases (S.T.D.), immunizations, testing for some contagious diseases, T.B. testing, confidential H.I.V. testing, and health related travel services.
- Women's health services through thoughtful, private, and personalized care for women with an emphasis on prevention and self-responsibility including contraception education, complete examination, lab and pap tests, and counseling.

The C.H.C. will accept walk-in patients, however, appointments are recommended to allow for adequate evaluation and treatment and avoid unnecessary

waiting. You are at liberty to utilize the C.H.C. at any time for a non-athletically related condition. However, in the case of an athletic related injury it is required that, as an athlete, you visit with the Athletic Medicine staff first.

In case of an emergency or impending medical problem the addresses and phone numbers of the local emergency rooms and urgent care centers are listed below:

Area Hospitals

C.H.O.M.P.	Salinas Valley Memorial Hospital	Natividad Medical Center
(831) 624-5311	(831) 757-4333	(831) 755-4100
23624 Holman Highway	450 E. Romie Lane	1441 Constitution Blvd.
Monterey, CA 93940	Salinas, CA 93901	Salinas, CA 93906
8 miles from campus	8 miles from campus	9 miles from campus

Urgent Care Facilities

Doctors on Duty	Doctors on Duty	Doctors on Duty
(831) 883-3330	(831) 649-0770	(831) 372-6700
3130 Del Monte Blvd.	389 Lighthouse Ave.	2260 N. Fremont St.
Marina, CA 93933	Monterey, CA 93940	Monterey, CA 93940
Monterey Bay Urgent Care	Seaside Immediate Medical	
Medical Center	& Family Care	
(831) 372-2273	(831) 394-6642	
245 Washington	1534 Fremont Blvd.	
Monterey, CA 93940	Monterey, CA 93955	

Out of Network Injury Care/Consultations

If you desire medical attention other than that provided through the C.S.U.M.B. Athletic Medicine Network for any injury, you may do so at your own expense.

A student-athlete may request a consultation with a physician outside of the C.S.U.M.B. Team Physician. In this circumstance, a member of the C.S.U.M.B. staff must provide you with a referral form. When an out of network consultation is requested or recommended, any further referral for testing, medical procedures, surgery, repeat visits, etc. made by the consultant must be communicated to the Athletic Medicine staff

before any arrangements are made. If the referral results in a recommendation for non-emergency surgery, the student-athlete must inform the Athletic Medicine staff prior to finalization of any arrangements.

A student-athlete who is seeking medical care outside of the C.S.U.M.B. Athletic Medicine Network will not be allowed to participate until written clearance is received from the consulting physician and subsequent review by the C.S.U.M.B. Athletic Medicine staff.

If a student-athlete decides to see a physician/specialist without prior authorization/referral from a member of the C.S.U.M.B. Athletic Medicine staff, the student-athlete and/or the student athlete's parent(s)/guardian(s) will be financially responsible for any and all medical bills incurred.

Rehabilitation Policy

Two significant rules apply to rehabilitation programs in the training room. If you know your rehabilitation program takes one hour, be sure to come in at least one hour before practice/game time or the athletic training room closes. All treatments last a minimum of 20-30 minutes. Do not expect to be treated if you come in 10-15 minutes before practice/game or closing time. It is your responsibility to arrive on time to assure proper treatment time.

The Athletic Training facility is available for you to use for prescribed treatment and rehabilitation programs during Monday through Friday regularly scheduled hours. If you are unable to come during these hours an appointment or home program can be arranged. Most rehabilitation prescriptions will require you to visit with the Athletic Medicine staff on a daily basis. While you are welcome to use the facility during

regularly scheduled hours, it is highly recommended that you make an appointment in advance.

Walk-in use is on a “first come, first served” basis and may result in a waiting period while other athletes are treated who have either come before you or have made a prior appointment. Remember that you are never late for practice because you were detained in the training room, you simply didn’t get to the training room early enough.

Your ability to participate in your sport will be determined by a Certified Athletic Trainer or, if necessary, the Team Physician. It is possible that you will be allowed to participate in practice or games on a limited basis only, while in other circumstances you will be able to participate without restrictions. Each person is an individual case and will be treated as such.

Student-athletes who are injured and unable to practice are expected to report to the athletic training room for treatment daily at a time outside of their regularly scheduled practice times. These student-athletes shall be prepared to report to practice dressed, unless otherwise instructed by a certified athletic trainer or head coach. To re-iterate, the practice arena is your classroom, a place for you to work and learn. Even if you are unable to participate or if your participation needs to be limited there is still much to be done and learned.

Dental Services

Each student-athlete is responsible for his or her own dental care unless the need for such care is the result of an athletically related injury. Dental injuries received during formal practice or competition are covered by the university’s medical insurance plan, subject to the conditions mentioned below. All dental injuries should be reported to the

Athletic Medicine staff as soon as possible and assistance with a dental referral will be provided.

In the circumstances that damage is incurred to teeth and other injuries to the mouth, the university's medical insurance plan will provide secondary coverage for those occurrences that happen while participating in officially sanctioned practices or intercollegiate games (events). Any dental injury must have occurred as a result of participation in a university sanctioned practice or game. Additionally, coverage applies only to teeth that were sound, healthy teeth prior to the injury. Decayed or otherwise unhealthy teeth prior to injury will not be covered.

Extraction of wisdom teeth, teeth cleaning, provisional filling of teeth, or other dental work unrelated to injury to the teeth that occurred during practice or competition is considered a non-permissible medical expense. It is recommended that a properly fitted mouth guard be worn during all practices and games by athletes participating in sports with a high risk of dental injury. The C.S.U.M.B. Athletic Medicine staff will be pleased to provide recommendations for the purchase of a suitable mouth-guard, but cannot accept responsibility for the cost.

Eye Care Services

The Department of Athletics, Sport Recreation, and Health is unable to provide glasses, contact lenses, or protective eye wear (goggles) for student-athletes who require visual correction in order to participate in intercollegiate athletics. Replacement for contact lenses will not be provided in the event that a lens is lost during a practice or game. All losses must be the responsibility of the individual. If you wear contact lenses,

it is recommended that a spare pair be given to the Athletic Medicine staff who can keep them in the medical kit for immediate access if needed.

Medical Insurance Information

Details of personal health insurance coverage are required and must be submitted to the Head Certified Athletic Trainer prior to athletic participation. A copy of the student-athlete's insurance card is requested. An insurance questionnaire will be included in the physical examination document packet of every new student-athlete prior to his or her physical examination. No student-athlete may participate in any athletic activity until the Athletic Medicine staff has a completed questionnaire on file in the Athletic Training room.

It is highly recommended that all C.S.U.M.B. student-athletes maintain medical coverage with some type of individual health insurance before participating in any practice, game, and/or competition.

Due to the high cost of medical care resulting from accidents, illness, or other causes, all student-athletes are strongly encouraged to carry health insurance. Health insurance is mandatory for students who live on-campus and all international students. If a student-athlete is not covered under a parent(s)/guardian(s) health insurance policy, student health insurance is available at a reasonable cost to the student-athlete. Health insurance can be purchased through Somerton Insurance Services. The telephone is (800) 853-5899 or email: kathy@ssi-incorporated.com. Brochures and application forms are available in the Athletic Training room, C.H.C., and other campus locations. This policy will not cover injuries related to intercollegiate athletic activity, but will cover many illnesses or injuries not covered by C.S.U.M.B. Athletic Insurance.

The student-athlete's insurance shall be considered the primary insurance coverage for all athletic related injuries. C.S.U.M.B. maintains a secondary medical insurance plan and an N.C.A.A. catastrophic insurance policy for its intercollegiate athletes who are injured in practices, contests, and/or related travel.

The C.S.U.M.B. medical insurance plan is secondary to, or in excess of, personal family medical insurance coverage. Bills should not be sent to the C.S.U.M.B. Athletic Training Room until the personal family coverage is applied. In other words, a claim must first be filed with the primary insurance company and all medical bills must be sent to them or to the student-athlete and/or the student-athlete's parent/guardian. In addition, copies of all bills (both paid and unpaid) must be submitted to the Head Certified Athletic Trainer within 14 business days of receipt.

Please note that the injury must have occurred in a practice, contest, or related travel that was supervised by approved university coaching staff during a practice/contest period that was approved by the Director of Athletics according to N.C.A.A. regulations, to be eligible for secondary insurance coverage through the C.S.U.M.B. carrier. This insurance plan does not include coverage for injuries sustained during intramural, clubs, or recreational play.

The athlete or his/her parent(s)/guardian(s) are recommended to notify the student-athlete's primary insurance carrier within 24 hours of injury.

Due to increasing health care costs, many companies and families have opted for individual medical insurance coverage from a Health Maintenance Organization (H.M.O.) that involves provision of managed care through a specific primary care physician (P.C.P.) or system. These plans have very strict regulations that may directly

affect the services available to student-athletes through the C.S.U.M.B. Athletic Medicine Network or other local medical consultants. Certainly, in Monterey County local physicians and hospitals will not accept H.M.O. insurance except for emergency care, and many times not even then.

If an injury occurs that requires a referral to a particular medical specialist it becomes necessary under an H.M.O. plan for the injured student-athlete to return home to his/her primary care physician to obtain such a referral. This process frequently becomes protracted resulting in much loss of athletic participation time, but more importantly loss of class attendance.

In the event that you belong to the Kaiser Permanente healthcare network, you have no options but to use a Kaiser facility. Kaiser will cover immediate emergency care when there is no local Kaiser facility, however, will not take financial responsibility for any other medical services unless their own network is used. The closest Kaiser facility to CSUMB is in Gilroy (about 40 miles north), but does not have all types of diagnostic services available. It is necessary to travel to San Jose for a full service facility (about 60 miles north). The following are suggestions to alleviate this problem.

If your home residence is more than 50 miles from C.S.U.M.B. your H.M.O. can be requested to provide you with a local P.C.P. closer to the university. However, most H.M.O.s do not have local providers in Monterey County. The closest P.C.P.s that can be assigned are in the Santa Cruz or San Jose areas. Kaiser will not assign a local P.C.P. under any circumstances.

Change the type of insurance to Preferred Provider Organization (P.P.O.) or Point of Service (P.O.S.) policy. These policies will allow you to choose any local Primary

Care Physician for medical service and/or use any local specialist physician as required. The downsides of these policies are that they are more expensive and generally have a significant co-pay (20-40%) and a deductible (\$250 and upward).

If you have any further questions, please do not hesitate to call the Head Certified Athletic Trainer at (831) 582-3010.

For returning athletes, an annual insurance questionnaire provided by the Athletic Medicine staff must be completed and a copy of the current medical insurance card provided for every student-athlete before the first practice of the season. No student-athlete may participate in any athletic activity until the Athletic Medicine staff has received a completed questionnaire and a copy of the medical insurance card.

Information provided on the questionnaire may be subject to periodic review to assure the information on file is current. The Department of Athletics, Sport Recreation, and Health will not be held responsible in the event a student-athlete or parent does not notify or indicate changes to their insurance coverage. When returning the completed questionnaire, student-athletes or parents are requested to submit a photocopy of the insurance card provided by their insurance carrier. This is requested in an attempt to eliminate confusion in billing and expedite authorization for medical services.

Basic Insurance Guidelines

The following information is provided to familiarize you with the basic insurance filing process. University athletic-related injury claims will be filed as follows.

When you are referred to a physician or other “provider of service” (i.e. hospital or other health care provider), through the C.S.U.M.B. Athletic Medicine staff for an athletic related condition that is covered by the university, you must take your primary

insurance card or information with you.

Contact your parents/guardians and inform them of pertinent information about your referral. Some providers will file the claim directly; if not, an itemized bill will be mailed to you, and you (or your parents/guardians) will need to file the claim with your insurance company.

All athletic injury claims must be initially filed with the student-athlete's primary insurance coverage.

The primary insurance company will issue an explanation of benefits (E.O.B.) detailing payments made or denial of charges. A copy of the explanation of benefits and provider's itemized bill must be forwarded to:

Ken Howat, M.A. A.T.C.
Head Athletic Trainer
C.S.U.M.B.
100 Campus Center, Bldg. 84F
Seaside, CA 93955

E.O.B.s and itemized bills must be sent to the Head Athletic Trainer at C.S.U.M.B. before any balance due charges can be paid.

Qualifying charges that are not paid by the primary insurance will then be processed by C.S.U.M.B.'s athletic insurance, which is considered secondary coverage. As soon as C.S.U.M.B.'s insurance administrator receives all pertinent information, payment will then be processed. This process can take up to several weeks depending on the case.

There are some exclusions. The Department of Athletics, Sport Recreation, and Health's medical insurance plan assumes no financial responsibility for the following.

- Injuries or conditions sustained prior to matriculation into California State University, Monterey Bay (i.e. pre-existing conditions or injuries).

- Injuries or conditions not incurred in a supervised practice or during intercollegiate contests (including injuries sustained while playing intramurals, inside your dormitory room, and campus events, or injuries sustained while not enrolled in an academic semester).
- Any medical expenses incurred not as a result of a referral by a member of the Athletic Medicine staff or Team Physician.
- Required or elective surgery where an injury or illness (received as a student-athlete at this university) is not the direct cause of athletic participation (i.e. appendectomy, bone tumor, wisdom tooth extraction, tonsillectomy, etc.).
- Injuries and illnesses that are not reported to the Athletic Medicine staff as noted previously.
- Tooth decay or any injury to already decayed teeth.
- Medication for any condition not associated with an injury that occurred while attending C.S.U.M.B. or any pre-existing condition or illness.
- Injuries sustained during the summer break unless it is during an official mandatory practice called by the coach.
- Second opinion without prior appropriate approval on conditions where there is a discrepancy on the part of the student-athlete concerning the team physician's diagnosis.
- Cost related to a waiver of responsibility for an injury to pre-existing conditions when, in the team physician's opinion, the student-athlete is unfit to participate.
- Injuries that occur after graduation or departure from the university will not be considered.

If you or your parents have any questions concerning the Athletic Medicine Program or insurance coverage, please feel free to contact the Head Athletic Trainer at (831) 582-3010.

Athletic Training Facilities

The Athletic Training Room is for the treatment and rehabilitation of intercollegiate athletes. Treatments are administered only upon a staff A.T.C.'s or the Team Physician's approval. All treatments are administered until the medical staff determines that further treatment is no longer required.

Athletic Training Room Hours

At this time, regular Monday through Friday hours are posted on the entrance doors and advised to your coaching staff on a monthly basis. Hours are variable depending upon team practices and games.

When feasible, morning hours are primarily reserved for the evaluation, treatment, and rehabilitation of athletic injuries. It is recommended that an appointment be made for evaluations and treatments whenever possible. Afternoon hours are primarily reserved for pre-practice or game preparation and post-practice or post-game treatments only, unless there is an emergency.

Athletic Training Room Policies and Rules

To assure that athletic training room techniques and procedures are carried out efficiently and with minimum confusion, please read, understand and abide by these following policies.

The athletic training room is the “Medical Center” of the Department of Athletics. The Athletic Medicine staff is not here to clean up after you. You are expected to help keep your athletic training room clean and orderly. The athletic training room is to be respected as you would any other health care facility.

The student-athlete is expected to report to the training room for treatment clean, showered, and dressed appropriately (i.e. t-shirt, sports bra, gym shorts, etc.). All treatments given after practice are administered only after the student-athlete has showered.

When the certified athletic trainers are busy, wait your turn patiently and quietly. Your needs will be provided for as soon as possible. You are responsible for getting your taping or treatments done in time for all meetings and practices.

Treatment is by permission of the Athletic Medicine staff only. No self-treatment with whirlpools, ultrasound, or other modalities without prior approval. Appropriate treatment for any and all musculoskeletal injuries will be decided only by your A.T.C., or if necessary, the team physician.

Continue all treatment and rehabilitation programs until you are medically released. Do not stop your programs just because your injury feels better.

The athletic training room is a co-educational medical facility. Suitable standards of behavior, language, and clothing are required and expected.

No food or drink (except water) in the athletic training room. No tobacco of any kind is permitted. Do not bring bags & equipment into the athletic training room. No shoes on the treatment tables. Cleated shoes of any kind are not allowed in the athletic training room.

The athletic training room is not for social gatherings, no loitering. This is not a player's lounge.

The athletic training room phones are for business use only. Please do not ask the A.T.C.s for use of the phone. The telephone, computer, fax, and copier are for staff use only.

Return all elastic and ankle wraps to the training room. Towels are not to be taken from the athletic training room. Nothing is to be taken from the athletic training room without permission of a staff member.

Student athletic trainers should be treated with the respect due any regular staff member.

Preventative Taping, Wrapping, or Bracing

Preventive measures such as taping, wrapping, or bracing are recommended at the discretion of the A.T.C.s. You will be informed whether you need to follow these preventive measures, which methods to use, and what procedures to follow. A limited supply of basic braces are available from the Athletic Medicine staff who will be solely responsible for dispensing braces to student-athletes based upon the individual medical need. In most cases, however, the Athletic Medicine staff will be available to recommend what type of brace is appropriate and the student-athlete will be responsible for the purchase of the brace.

Preseason Conditioning

Because of the high level of competition at the intercollegiate level, it is strongly recommended that students who plan to participate in a sport are physically prepared for the challenges of that sport. The Department of Athletics, Sport Recreation, and Health strongly encourage participation in pre-season conditioning programs in the off-season.

Athletes need to be strong, flexible, and cardiovascularly fit in order to meet the demands of sport participation. Being in good overall shape will also help you reduce the chance of injury in the early weeks of the season.

You are encouraged to begin conditioning for your sport well before the beginning of a season. Your coach may have a planned pre-season conditioning program developed that can be provided for you to follow. Please contact your coach for further information. The Otter Sports Center is open on regular basis for student-athletes to utilize in their preparation for sport participation.

Stretching

Stretching will help the student-athlete achieve his/her full potential and help prevent injury. It is recommended that a student-athlete take a few moments to stretch in the morning, before practice, after practice, and again later in the evening before going to sleep. If you feel that your team is not stretching adequately then take some responsibility on yourself to undertake additional stretching. When stretching, it is normal to feel some muscle tension but the stretching should not be painful. Stretches are recommended to be done slowly and statically, do not bounce when stretching. If you are not sure how to stretch a particular muscle or group of muscles, ask the Athletic Medicine staff.

Each day that you do not stretch, you become tighter. You will not feel yourself getting tighter, but this does happen. Appropriate flexibility helps muscles perform to their fullest capacity, allowing athletes to achieve speed, range of motion, reduce muscle soreness, and achieve their greatest level of athletic success.

The following guidelines will allow you to achieve the type of flexibility needed for athletics.

- Flexibility can be lost quickly and can only be improved slowly.
- Athletes should begin to stretch 2-3 weeks prior to the start of a sport season if they are not already stretching daily.
- Warm muscles stretch more easily than cold muscles. If possible, walk briskly, jog, or ride an exer-cycle for a few minutes prior to stretching.
- Stretching should not be painful. You will feel tightness and perhaps some discomfort while stretching tight muscles but you should not be in pain.
- Stretch to a point of tightness, hold that position for 10-15 seconds, relax, and repeat the process two or three more times.
- Do not jerk or bounce while stretching.

Ensure that you are stretching the muscles and not the joint. The goal is to gain or maintain optimal range of motion for improved athletic performance or prepare the

muscles for physical activity. It is not to obtain excessive flexibility or make your joints unstable.

Strength Training

Strength training can be very crucial in the success of your athletic performance. Increased muscle, muscle endurance, flexibility, quickness, and speed can all result from proper strength training. Consult with your coaches on the proper programs for your respective sport. Off-season training may be very different from training during the season. Often, your coaching staff will have workouts designed for you personally and for your sport.

Proper technique and recovery periods are critical in ensuring your health and improvement. Consultation with your coaching staff is important in maintaining a proper strength training routine. If you become injured while lifting, report your injury to the Athletic Training staff.

In addition to weight lifting, plyo-metrics and cardiovascular exercise are also critical in athletic performance. For the most part, these two methods will be employed by your coach during the beginning of your season and will continue throughout its duration.

The use of supplements to gain muscle mass can be effective. However, some supplements can be detrimental to your health and have unwanted side effects. Consult with the proper experts to determine if these supplements are legal, in compliance with N.C.A.A. regulations, and healthy for you.

Substance Use

Banned Substances

Per N.C.A.A. compliance, banned substances are organized under six specific classes. These categories are stimulants, anabolic agents, substances banned for specific sports, diuretics, street drugs, and peptide hormones and analogues. For a complete list of all the banned substances visit: <http://www.ncaa.org/health-safety>.

Effects of Banned Substances, Performance Enhancing Agents, and Alcohol

First of all, street drugs such as marijuana, heroin, cocaine, and ecstasy are illegal. You subject yourself to legal ramifications if you choose to take these drugs. They are also banned substances by the N.C.A.A. and will result in athletic ineligibility. If these are not reason enough, the use of street drugs can become addicting and have severe negative impacts on your health and life.

Performance enhancing agents can include illegal steroids and muscle building/dietary supplements. These agents can be in violation of N.C.A.A. compliance. They can also have dramatic health repercussions. Be sure to consult with the proper athletic compliance officer to ensure you are not violating any rules which could jeopardize your eligibility. Also, check with a certified nutritionist before deciding upon a muscle gaining and/or dietary supplement.

Alcohol also has a dramatic impact on your health and athletic performance. It can become habit forming and you can become dependent upon it. Also, alcohol can lead to physical assault, sexual assault, and other dangerous consequences.

Nutrition

Diet

Athletic participation places physical, emotional, and mental stresses on an athlete. It is important that athletes eat properly in order to provide quality fuel for

activity and materials for restoration. The following guidelines are general considerations that may assist the athlete in his/her efforts to succeed.

With the increased activity comes the increased need for calories to provide energy. The athlete should increase consumption of complex carbohydrates such as bread, pasta, fruits, and vegetables. Stay away from high fat and high salt foods. Protein is important but is usually sufficient in the normal diet. Carbohydrate sources are much more beneficial for energy and growth than are high protein diets. For further helpful information, please read “The Athlete’s Guide to Nutrition” available as a separate handout. Alternatively, please ask the advice of the Athletic Medicine staff who can help provide unbiased and researched nutritional information.

Eat a varied diet. Avoid eating the same foods every day. Eat Breakfast. Athletes need a good quantity and quality of fuel, which starts with breakfast. A combination of foods such as toast, juice, cereal, milk, or fruit help reduce early morning low blood sugar and prepares the body functions optimally throughout the day. Avoid excessive amounts of fast food. Fast foods generally have a high fat content that is digested slowly and may produce unwanted weight gains.

Avoid large amounts of red meat. While you do need good sources of protein in an athletic diet, red meat is normally high in fat and calories. Choose more poultry and fish as your sources of protein in the diet. If you do not eat meat, then ensure that you choose a varied selection of beans, nuts, and seeds to provide the essential proteins required for good health. Consume complex carbohydrates. The athletic diet should consist of foods such as breads, potatoes, vegetables, pasta, whole grain products, fruits, cereals, toast, waffles, and pancakes. These products contain the energy sources an

athlete needs and also the other nutrients necessary for good metabolic function and tissue growth.

Fluids

Drink plenty of fluids. Fluids are important to hydrate the system, assist in the chemical process of energy metabolism, provide for the transportation of nutrients throughout the body, and prevent fatigue, excessive weight loss, and heat related illnesses. Choose fluids wisely, water is best. Athletes should drink 8-10 glasses of fluids each day no matter in which sport they participate. Fruit juices, sports drinks, and low-fat milk are good fluid sources. Avoid carbonated beverages, caffeinated beverages, and soft drinks as they contain products that can detract from healthy athletic performance.

There is no magic diet. No athlete will be successful due to a diet alone. A good diet will provide the nutrients needed for successful athletic participation. However, exercise, practice, heredity, and skill development are also needed for athletic achievement.

Eating Disorders

For some athletes, losing weight in pursuit of an “ideal” weight or percentage of body fat becomes an all-consuming obsession, leading to eating behaviors that jeopardize training, physical performance, scholastic or job performance, and health. Sometimes, these disturbed eating patterns lead to a full-blown eating disorder, such as anorexia nervosa or bulimia nervosa. Anorexia nervosa is a compulsion to become thin characterized by self-induced starvation, distorted body image, and intense fear of weight gain. Bulimia nervosa is characterized by recurring episodes of binge eating and

subsequent purging by vomiting, laxative abuse, and/or intense exercise to avoid weight gain.

Both anorexia and bulimia can become addictive problems, even though you want to stop the destructive behavior, you feel compelled to continue it. People who have suffered from eating disorders frequently struggle with the temptation to relapse for the rest of their adult life.

The distinction between under-eating and a genuine disorder is blurry. But whenever an athlete loses weight too fast, drops below a reasonable weight, or becomes obsessed with body weight, it is time to be concerned. In fact, the smartest approach is to avoid unsafe weight loss practices before these problems blossom into full-blown eating disorders. Unsafe weight loss techniques including fasting, severe calorie restriction, fluid restriction, exercise in plastic suits, sauna use, laxative use, and vomiting. When these dangerous practices become habitual, some of the other signs of eating disorders usually appear.

For anorexia, these signs can include significant weight loss, distorted body image, fear of becoming fat, wearing clothes that hides thinness, excessive training, withdrawal from social situations that involve food, hair loss, brittle nails, and growth of fine body hair.

For bulimia, warning signs can be disappearance after meals, secretive behaviors, swollen glands, puffy face, gray teeth from eroded enamel, hand sores and calluses, bloodshot eyes, weakness, and dizziness.

Mental Health

Mental Illness

Mental health is an important topic of concern for young adults. Because of the stigma associated with mental illness, many people choose to hide their disease. As a result, mental disease can be affecting more people than we think. Without proper diagnosis and treatment, these sometimes debilitating illnesses can have severe effects on people's lives.

There are a number of mental diseases. Some of the more common ones are Major Depression Disorder, Bipolar Disorder, Obsessive-Compulsive Disorder, Post-Traumatic Stress Disorder, Panic Disorder, Attention Deficit Disorder, Multiple Personality Disorder, Attachment Disorder, and Schizophrenia Disorder.

Symptoms

Symptoms vary depending on which disease you may have. However, some common symptoms could be depression, manic episodes, increased anxiety, distractibility, delusions, obsessive traits, inability to perform normal activities, frequent crying, feelings of worthlessness, feelings of hopelessness, suicidal thoughts, and more.

Causes

Mental illness can be caused by a multitude of stressors. These stressors can be a traumatic experience, unexpected change, pressure, stress, and more. For others, it can be a result of a chemical imbalance in one's brain. Certain stressors might trigger the onset of a mental disease or a relapse.

Counseling

If you feel that you are suffering from a mental disease, it is important to seek professional help. Psychiatrists, psychologists, licensed clinical workers, and other

professionals can offer counseling services to patients. This psychotherapy can be instrumental in dealing with your mental illness.

Personal Growth and Counseling Center (P.G.C.C.)

The Personal Growth and Counseling Center (P.G.C.C.) is located on campus in Building 80. The mission of the Personal Growth and Counseling Center is to promote the mental health of C.S.U.M.B. students in order to improve the quality of their lives and aid them in achieving academic success. The P.G.C.C. is committed to the development of the whole person: academically, personally, socially, spiritually, and physically.

The P.G.C.C. provides high quality crisis intervention, counseling, consultation, educational outreach programs, support groups, and referrals all designed to help students. Information that you reveal to a counselor is confidential. The fact that you are seeing a counselor does not appear on any academic records. Your right to confidentiality is protected by law. Confidentiality may not, however, be protected in cases of child abuse, elder abuse, suicide, homicide, and/or with individuals who are gravely disabled and unable to care for themselves. For more information on the P.G.C.C., visit the website at: <http://pgcc.csUMB.edu/site/x10085.xml>.

Medicine

There are many drugs on the market that can be used to help cure mental disease. Psychiatrists, who are medical doctors, have completed the necessary schooling and are able to prescribe medication in addition to offering psychotherapy. Self-medication through the use of over-the-counter drugs, illegal drugs, and/or alcohol is not suggested and can have negative effects.

Section VII: Life Skills

Time Management

Your Obligations

By virtue of your decision to become a student-athlete, you are committing yourself to many obligations. First and foremost, you are a student at California State University, Monterey Bay. Thus, you are obligated to fulfill the responsibilities that accompany being a full-time college student. You have class, tests, homework, assignments, discussions, and presentations to complete. Secondly, as an intercollegiate athlete you have practice, competitions, video sessions, strength and conditioning workouts, travel, and more. These obligations are in addition to your social life, family, friends, relationships, hobbies, jobs, chores, personal time, and so on.

As a result of all of these responsibilities, time management becomes crucial in meeting all of your expectations. Try not to waste time performing unimportant or meaningless activities. Also, try to refrain from procrastinating with respect to your duties. The more you put things off, the more you will have to do later.

Creating Priorities

It may be of some interest to you to create a hierarchy of priorities. Although your priorities are specific to you, school should probably come first. Your respective sport and your family should closely follow. Developing a short list of priorities will ensure that you meet your obligations and maintain focus on the future. While this is true, it is also important to relax with friends or have some personal time. This will keep you from getting burned out from the stress of everyday life.

Image

Dismantling Stereotypes

Athletes are often referred to as “the jock.” They may be perceived as academically inferior or not serious about their education. Athletes may further perpetuate these stereotypes by their behavior and/or attitude with respect to their education. It is important to dismantle these damaging labels by being actively involved with your education. Take control over your studies and do not let the “jock” stigma detract from your academic goals.

Role Models

Your image around campus can come from both your professors and your peers. In addition, you represent this institution when you leave campus to compete. Also, the surrounding community and youth may embrace you as role models because of your athletic prowess. Be sure to conduct yourself in a respectful manner. Be well-balanced, remember the increased scrutiny that is placed on you, and act accordingly. Your behavior is magnified because of your role as an athlete.

Disadvantages of Intercollegiate Athletics

Time Constraints

One of the disadvantages associated with intercollegiate athletics is the time constraint. Because of your multiple roles as a student, athlete, family member, friend, employee, and more, your time is spread thin. It may seem like you always have to be somewhere or are always on somebody else’s clock. Role strain and time commitment is a sacrifice that you will have to make by becoming a student-athlete.

Injury and Health Problems

With physical exertion comes the possibility of injury. It is important to realize that by competing in intercollegiate athletics, you subject yourself to injury and health

related problems. Hopefully any potential injury will not be so serious as to end your playing season, career, or dramatically effect your future health. Although injuries are hard to avoid and can be unexpected, try to keep yourself and others safe at all times.

Jeopardizing Your Opportunity

There are many possible ways in which you can jeopardize your opportunity. These include becoming academically ineligible, violating N.C.A.A. compliance, subjecting yourself to legal issues, and more. Having your career cut short because of these avoidable possibilities will be something that you will regret later in life. Be sure that your career ends on your terms.

Advantages of Intercollegiate Athletics

Why Did You Start Playing?

We all begin playing sports for one reason. It brings us intrinsic satisfaction. As our career continues, we may begin to play sports for external reasons. These extrinsic motivators could include the possibility to make a living playing professionally, scholarship money, popularity, image around campus, and more. However, it is important to remember why we began playing our respective sport. We began playing because it brought us joy. We have a genuine passion and love for our sport. When you are not playing as much as you would like, when your team is losing, or when you are just fed up with things, try to remember why you started playing in the first place.

“Double Education”

There is something to be said about student-athletes receiving a “double education.” Not only are you receiving an academic education as a member of the student body, but you are also getting another type of education. Participation in any

level of athletics can teach many life skills such as dedication, sacrifice, humility, teamwork, leadership, and more. These character traits can be further realized at the intercollegiate level.

However, it is up to the individual to make the most out of their experience. While athletics can instill these qualities that will equip you with the necessary tools for success later in life, it is not certain. Be sure to reap the rewards of your “double education” and enjoy your time as a student-athlete at California State University, Monterey Bay.

Section VIII: Conclusion

Purpose

It is the goal of this handbook to provide our student-athletes with a complete resource tool to support them in their academic and athletic career at this institution. Also, this handbook is intended to communicate to these individuals what is expected of them throughout their tenure and how they can meet these expectations. Hopefully this document will aid our student-athletes in achieving all of their goals while empowering them for future success.

This handbook was created by Abe Pedroza as part of his thesis project for the Master of Arts in Education degree (2006) at C.S.U.M.B. Mr. Pedroza, a former student-athlete (2000-03) of C.S.U.M.B. and a current university employee, wishes to remain involved with intercollegiate athletics. He would like to work for a university in the athletic department, perhaps one day as an Athletic Director. This, combined with his genuine interest in Monterey County and a lack of an existing tool to communicate and support our student-athletes, inspired Mr. Pedroza to create this manual.

Acknowledgements

Mr. Pedroza would like to thank the many people who contributed in the development of this project. These people include Dr. Josh Harrower, Dr. Dorothy Lloyd, Dr. Terry Arambula-Greenfield, Dr. Elizabeth Meador, Dr. Patricia Whang, the entire M.A.E. faculty and staff, Dr. Bobbi Bonace, Bill Trumbo, Ken Howat, the entire C.S.U.M.B. athletic department staff and students, Peter Pedroza, Beatrice Pedroza, Aaron Pedroza, Julia West, and Jamie Weiler. This would not have been possible without all of your support and help.

Chapter 5: Action Plan

Goal of the Handbook

It is my intention that this handbook assist our student-athletes as they decide upon an academic major, registration issues, develop a concrete individual learning plan, understand the academic eligibility requirements as mandated by the National Collegiate Athletic Association, recognize the opportunity their degree can provide, and work diligently at the attainment of this goal. The handbook will also educate our student-athletes on proper nutrition, banned substances, and the negative repercussions of alcohol, narcotics, and performance enhancing drugs. In addition, it will offer knowledge on subject matter such as time management skills, developing priorities, peer pressure, institutional responsibilities, study tips, sport ethics, and much more.

It is one thing to simply put together a project as a means to the end of obtaining a desired degree. However, the handbook that I have developed was done so with the sole purpose of guiding our student-athletes here at California State University, Monterey Bay in their academic and athletic career. Therefore, the action component of this project is extremely key.

Implementation and Logistics

Upon completion of this handbook, I have made arrangements for its production and distribution. In order to make the handbook more aesthetically appealing, I have sought the services of a professional graphic designer employed by the graphic design company Murray Brand. Murray Brand Communications, Inc. is located in San Francisco, California. This designer happens to be my brother, Aaron Pedroza. Mr. Pedroza has been employed with the company for over four years and is extremely qualified. His work includes Kensington, Foster Farms, Berringer Wine, Hornsby's,

ConAngra, Cranium, and more. He will design the cover of the handbook, the inside pages, and any additional supplemental pieces as needed.

The athletic department here at C.S.U.M.B. has decided to adopt the product as its Student-Athlete Handbook. The athletic department has a relationship with Kinko's, the copying company. They will make the appropriate number of copies and keep them on file as needed. However, in an effort to keep expenditures to a minimal, the handbook will be accessible as a PDF file online at the department website. The address is <http://sports.csumb.edu/athletics/>. This is how the manual can be accessed by anyone in the world, including our student-athletes. I would have preferred the manual to be printed in bulk numbers and distributed via hard copy to every student-athlete, but I understand the budget concerns and additional costs associated with this type of purchase.

Conclusion

As the school and athletic department progress, ultimately changes will need to be made to the manual. These changes might include the addition of new majors, changes in the graduation and registration process, eligibility requirements based on a change in division, conference, or affiliation, and more. Currently I am a full-time staff employee of the university in the Business and Support Services department. I love the area and would like to stay here for a long time. Therefore, as long as I am affiliated with the institution in some capacity, I feel obligated to adjust the handbook as needed. However, if and when I do leave the university, another party within the athletic department would need to take over my role. That person would most likely be the Sports Information Director, the Administrative Support Coordinator, or another individual.

The experience of creating this action thesis project and my entire tenure within the Master of Arts in Education program has been one that I will never forget. The entire journey, from my original application for admission into the program all the way to commencement and everything in between has equipped me on so many levels. The transformation, not only academically, has been immense. Through this experience I have formed an extreme passion for my field of interest, have completed the schooling necessary for such a position, obtained full-time employment working for a university, and created a document that will leave a lasting legacy over the institution. I am confident that this California State University, Monterey Bay Student-Athlete Handbook will provide a valuable service for future generations.

Appendix A

Please visit the online version of the California State University, Monterey Bay Student-Athlete Handbook at <http://sports.csumb.edu/athletics/>.

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