ACADEMIC LIFE

Princeton’s academic environment—from its world-class faculty to its innovative and rigorous curriculum—is second to none. The Department of Athletics strives to ensure that all student-athletes fully experience this academic landscape, both because of its innate value and because doing so contributes to athletic success. We believe that pursuing academic and athletic excellence are twinned endeavors.

Both of those endeavors require work, and neither will necessarily come easily. The Department of Athletics works closely with the Deans and Directors of Studies in the residential colleges to support student-athletes as they move along their academic journeys. Bumps in that road are inevitable—and natural. Student-athletes should be proactive and self-aware about accessing and maximizing the resources available to University students as they confront academic challenges. Rather than signaling weakness or deficiency, recognizing a need and asking for assistance is a sign of strength and self-advocacy. The University’s academic resources are “user friendly,” but can only help if they are actually used. Given the demands on a student-athlete’s time, it is important to seek academic support services early and often. Don’t wait until it is too late!

A student-athlete experiencing academic difficulty should first speak directly with a faculty member teaching the course in question, ideally during office hours. If office hours are difficult to attend due to another class or practice, the faculty member should be contacted about setting an appointment for another time. In addition to office hours, The McGraw Center for Teaching and Learning and the Writing Center are two great academic support resources on campus. At any stage, students should feel free to speak with their residential college Dean or Director of Studies, or Assistant Dean James “Alec” Dun. Finally, student-athletes should also remember to keep their head coach informed about any concerns or issues.

Embrace the hyphen! Student-athletes are valued, and valuable, members of the University’s academic community. The Department of Athletics proudly points to a long tradition of excellence in the classroom among its athletes. Sometimes that excellence is measured by grades, achievements, and awards; it is always measured in intellectual growth and development. All Princeton student-athletes are ready and able to continue that tradition.

Choosing a Course of Study

It is of utmost importance that students use the academic advising system and consult their faculty adviser, Director of Studies (for first- and second-year students), or Residential College Dean (for third- and fourth-year students) to plan a course of study. Relying on friends and teammates for advice can be helpful, but ultimately each student must take responsibility for shaping his/her own academic program and finding his or her interests and passions. Using the academic advising system is the best possible approach to shape an academic experience that is enjoyable, challenging, rewarding, and the right fit overall.

Class Attendance

Student-athletes do not receive preferential treatment when it comes to class attendance and requirements. Missed classes due to travel for University sanctioned competition are excused absences, but absence from class because of athletic competition does not excuse a student-athlete from any course requirements. A student-athlete must clear any absence related to athletics with his or her professor before the absence. Since competition schedules are available early in the semester, it is recommended that potential conflicts be brought to the professor’s attention at the beginning of the term, with a subsequent reminder as the conflicts approach. If choices are
available, precepts and labs should be scheduled so as to avoid known conflicts with competitive and/or travel schedules. Respectful communication with professors and preceptors is imperative and expected of all student-athletes. Student-athletes are not permitted to miss classes, seminars or labs to attend practice. It is highly recommended that student-athletes discuss their academic schedules with their head coach so that coaches are aware of any class conflicts with practice.

**Midterm and Final Exam Conflicts**

Final exam conflicts will be addressed by the Office of the Registrar. For midterms, a student-athlete should notify his/her coach and professor as early as possible about a midterm conflict with a scheduled athletic commitment. Assistant Dean of the College James "Alec" Dun and Senior Associate Director of Athletics/ SWA Allison Rich can also be contacted for assistance.

If a team qualifies for official postseason competition during final exams, there is no need for the student-athletes to contact their professors or the Registrar’s Office. Senior Associate Director of Athletics/ SWA, Allison Rich works directly with the Deputy Registrar to resolve conflicts and reschedule exams as needed. Information will be shared directly with the students from the Deputy Registrar and with the coaches from the Senior Associate Director of Athletics/ SWA.

**Academic Integrity and Submission of Written Work**

Each year, some students find themselves in academic difficulty due to the submission of written work that is not fully their own. Often the mistake is inadvertent, and could have been avoided by following some basic guidelines. What follows are a set of best practices provided by the Office of the Dean of the College regarding the preparation of written work. Plagiarism involves the appropriation of unattributed ideas as well as verbatim copying. Students should:

- Be cautious about using notes belonging to other students, especially those that reflect another student’s synthesis of an article, outline for a paper or rough draft of a problem set, homework or other assignments.

- Be familiar with the proper rules of citation (see Rights, Rules, Responsibilities, and the MLA Handbook Academic Integrity at Princeton). Make sure to note the extent of indebtedness to other sources.

- Be certain to fully understand the instructor’s expectation for independent work. If students are permitted to work with other students or share ideas and questions in the preparation of an assignment, make sure there is a clear understanding of the boundary between permissible collaboration and independent work.

- Never submit the same paper in fulfillment of two different course requirements without the written permission of both instructors.

- Show all work when possible in assignments requiring calculations.

- Avoid the temptation of completing take-home exercises in the same room or at the same table as a classmate who is doing the same assignment.

- Refrain from giving a paper or draft to others to read or asking to see another student’s work. Innocent initial motives can shift when the hour is late and the assignment is due.
· Memorize the two Honor Code pledges; one is required for in-class examinations while the other is intended for all other written work. While the spirit of the two pledges is the same, the language is different.

· WHEN IN DOUBT, ASK FOR HELP! Always ask the instructor or preceptor for assistance in understanding an assignment or when extra time is needed. Often accommodations can be made. Even if they can’t, a poor or failing grade earned honestly is far preferable to risking one’s integrity and standing at the University.